



**OLCHFA**

**School Development Summary 2023 - 2024**

# This document is based on [School improvement guidance: framework for evaluation, improvement and accountability 2022](#)

## Aims of the guidance

This guidance aims to:

- support the principles and practices of the Curriculum for Wales, as highlighted below in the 8 'contributory factors', and help create the significant system and culture changes necessary for it to succeed, raising standards and aspirations for all
- develop and encourage a continuous improvement culture across all schools, informed by clear national expectations about what good looks like
- underpin the ongoing development of the self-improving system in which there is collaboration and openness between schools, rather than competition
- encourage schools to inform evaluation and improvement using a wide range of evidence, which captures the whole learning experience, while ensuring a focus on learner progress and well-being, and learner voice
- explain how the accountability system should help to increase standards, without having a negative impact on evaluation and improvement
- bring clarity to the roles and responsibilities of all parties involved in assisting the improvement of schools
- support our commitment to tackle the impact of poverty on attainment and the approach developed to address this.

## Curriculum for Wales: The context for improvement

Learner Progress is central to the Curriculum for Wales, so progression needs to have similar importance within evaluation and improvement activities, and accountability processes. The School Improvement Guidance suggests that schools use the following 2 questions as a starting point for their improvement activities:

1. Are learners progressing in the ways described in the principles of progression, supporting them to develop towards the four purposes?
2. Is the pace of learners' progress in line with the expectations of teachers and the curriculum?

The new 'national priorities' which schools must have regard to when setting their improvement priorities, will be:

- 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

To support schools to navigate this new context, 8 contributory factors have been set out describing key attributes that schools that are successfully realising the curriculum will possess:

1. Enabling all learners, and in particular those from disadvantaged backgrounds, to progress along their own learning pathway and raise their aspirations to achieve their full potential; allied to a range of assessment approaches to understand and support this progress.
2. Co-constructing a curriculum, in line with the Curriculum for Wales Framework, which promotes a broad range of knowledge, skills and experiences (including social and interactional experiences) with a clear understanding of why these matter.
3. Ensuring the school environment supports learners' and practitioners' well-being.
4. Supporting practitioners' understanding of what works in curriculum design by investing in the enquiry and pedagogic skills of all staff.
5. Enabling ambitious professional learning for all practitioners in a school dedicated to being a learning organisation.
6. Embedding reflection, self-evaluation and improvement within schools, with good school leadership as a pre-condition for that.
7. Being at the heart of their communities - building better relationships between schools and families, communities and employers, to support and promote educational achievement and excellent employment, next steps education and training.
8. Listening to children and young people as they engage with their learning and supporting them in achieving their aspirations.

## Our National Mission

Objective	Evidenced in SDP		Reference to strategic priority
<b>Learning for life</b> (cross-curricular skills, qualifications reform, Taith, CWRE, post-16 curriculum review)	Yes	No	Theme 1: Priority 1 + 2 Theme 2: Priority 3 + 4
<b>Breaking down barriers</b> (cross-curricular skills, integral skills, Pupil Development Grant, ALN reform, BAME curriculum development, post-16 outcomes)	Yes	No	Theme 2: Priority 3 Theme 3: Priority 5 + 6
<b>A positive education experience for everyone</b> (RSE,EHW, <u>CAHMS</u> )	Yes	No	Theme 2: Priority 3 Theme 3: Priority 4 + 5
<b>High-quality teaching and leadership</b> (workload, National Professional Learning Entitlement, shared understanding of learner progression and attainment, school improvement guidance, Attainment Champions, NPQH, NAEL)	Yes	No	Theme 1: Priority 1 + 2 Theme 2: Priority 3 + 4
<b>Community-based learning</b> (family engagement, Community Focused Schools, attendance and engagement)	Yes	No	Theme 1: Priority 1 Theme 2: Priority 3 Theme 3: Priority 4 + 5
<b>Cymraeg belongs to us all</b> (Framework for Welsh in English-medium education)	Yes	No	Theme 1: Priority 1 Theme 2: Priority 3

## Summary of Olchfa Priorities 2023-24

Priority	Theme		
<p>1. <b>Strategic vision</b> <i>In progress</i> - Our shared vision for the school community enables us to develop <i>cynefn/curriculum, teaching and learning/wellbeing, equity and inclusion</i></p>	Vision, Leadership and Governance	Curriculum, Teaching and Learning	Wellbeing, Equity and Inclusion
<p>2. <b>Self-evaluation and development planning</b> <i>In progress</i> - There is a highly effective culture of evaluation and improvement with all members of the school community</p>	Vision, Leadership and Governance	Curriculum, Teaching and Learning	Wellbeing, Equity and Inclusion
<p>3. <b>Improving pupils' knowledge, skills and experiences</b> <i>In progress</i> - The <i>lived experience</i> of all pupils enables them to advance their knowledge, skills (literacy, numeracy and digital competence) and experiences</p>	Vision, Leadership and Governance	Curriculum, Teaching and Learning	Wellbeing, Equity and Inclusion
<p>4. <b>Improving teaching and assessment</b> <i>In progress</i> - There is a shared understanding of Progression and Assessment (CfW) which supports all learners in achieving their full potential</p>	Vision, Leadership and Governance	Curriculum, Teaching and Learning	Wellbeing, Equity and Inclusion
<p>5. <b>Inclusion</b> <i>In progress</i> - We provide excellent educational opportunities for all learners which enables them to achieve successful outcomes</p>	Vision, Leadership and Governance	Curriculum, Teaching and Learning	Wellbeing, Equity and Inclusion
<p>6. <b>Wellbeing</b> <i>In progress</i> - We are committed to supporting the emotional health and wellbeing needs of our school community</p>	Vision, Leadership and Governance	Curriculum, Teaching and Learning	Wellbeing, Equity and Inclusion