



Ysgol yr Holl Saint – All Saints’ School



School in Wales as Learning Organisations – Staff Action Plan 2024-2025

Based on the results taken from the Schools in Wales as Learning Organisations questionnaire, the following actions are to be completed by July 2025.

The Seven Dimensions	Action	Evaluation
<p><u>Developing a shared vision centred on the learning of all learners.</u></p> <ul style="list-style-type: none"> Learners, parents / carers, the external community and other partners are invited to contribute to the school’s vision. Learning and teaching are oriented towards realising the vision. 	<ul style="list-style-type: none"> To share the vision with parents/carers at the Welcome meetings and on Seesaw every so often to remind them what our values are. All classes to have a class charter to reflect Respect, Friendship and Care. Pupils to take home certificates related to Respect Friendship and Care. 	
<p><u>Creating and supporting continuous learning opportunities for all staff.</u></p> <ul style="list-style-type: none"> New staff receive induction support. All staff have access to coaching and mentoring support. Professional learning challenges thinking as part of changing practice. Professional learning connects work-based learning and external expertise. 	<ul style="list-style-type: none"> Ensure inductions for new staff include 1:1s, staff handbook, and opportunities for staff to evaluate and reflect upon the quality of the induction experience. Coaching and mentoring – Identify and develop ideas for staff to engage with coaching / peer observation based upon priorities identified in the SDP, ensuring best practice is shared and influences practice across the school. Use Blippit to evidence. Encourage teaching and non-teaching staff to participate in the opportunities provided through the Taith Programme. Professional learning - Develop opportunities to identify, share and implement new practice derived from professional learning and collaboration with Darland Cluster / School Partnership Program and Regional groups. Wherever possible these experiences should link to key priorities within the SDP. 	



Promoting team learning and collaboration among all staff.

- Staff reflect together on how to make their own learning more powerful.
- Staff learn how to work together as a team.
- Staff feel comfortable seeking advice from each other.

- To ensure that staff are sharing good practice in staff meetings.
- Direct staff to the QR code to log staff learning.
- If staff have been on training, they are to share the highlights in staff meetings or via email / Teams.
- Have more training events together as a whole staff or deliberately mix people to strengthen more bonds.
- Provide more opportunities for subject leaders to work together.
- Continue to timetable opportunities for other staff members to contribute to TA meetings rather than just SMT to share their skills and knowledge.
- Provide opportunities for our Pupil Voice groups to deliver at TA meetings.
- SDP Working Parties to develop a greater understanding of their targets and deliver training / assess progress towards meeting these targets.
- Staff training delivered by SIG 1 to help develop consistency in teaching and learning across the school.
- SIG 2 to revisit and revise planning for the development of literacy, numeracy and digital skills.
- SIG 4 to support the transition to the new model of school improvement, inclusion and accountability through collaboration.

Establishing a culture of enquiry, innovation and exploration.

- Staff are willing to take risks and experiment and innovate their practice.
- The school supports and recognises staff for taking initiative and risks.
- Problems and failures are seen as opportunities for learning.

- More opportunities to observe other teachers in same and other settings who use a wide range of teaching ideas.
- More training for staff in forest school and outdoor learning opportunities.
- Scientific approach to investigations, children taking responsibility for what and how they investigate.
- Opportunities for staff to share learning initiatives e.g. feedback on courses to share ideas and what has been learned.
- Look for opportunities to introduce famous people who have shown resilience when they have failed.



	<ul style="list-style-type: none"> • Ensure all planning teams provide pupils with opportunities to carry out enquiries during their topic work. This could be linked to learning in Mathematics. • All SIG teams to identify an enquiry question to work on during the year. 	
<p><u>Embedding systems for collecting and exchanging knowledge for learning.</u></p> <ul style="list-style-type: none"> • Examples of good and failed practices are made available to all staff to inform learning. • Structures for regular dialogue and knowledge exchange are in place. • The school evaluates the impact of professional learning. 	<ul style="list-style-type: none"> • Allow time for staff to feedback any relevant learning / training / CDP etc during staff meetings. • Continue to share good practise within planning teams and wider staff. • Provide opportunities for TAs to contribute to learning where relevant. Include them in planning discussions at the start of topics – what could they do to support the learning? • Staff to share any relevant action research with their improvement priority team. • ‘Expert’ staff to lead meetings about their area, e.g., Forest school meeting in Forest School. Staff to follow-up with evidence of the impact of their learning. • Allow the pupils to share their knowledge with staff where appropriate, e.g. Digital staff meeting. 	
<p><u>Learning with and from the external environment and wider learning system.</u></p> <ul style="list-style-type: none"> • Staff collaborate, learn and exchange knowledge with peers in other schools through networks and/or school-to-school collaborations. • The school collaborates with parents/carers and the community as partners in the education process and the organisation of the school 	<ul style="list-style-type: none"> • Subject leaders to observe colleagues in Darland to gather good practice. • Identify workshops that we can lead on and invite cluster schools to attend. • Identify areas of development required and source support from cluster. • Continue to work with Groundworks to develop Forest School parent and child workshops. • Explore links with parents/carers/other family members to offer expertise on topics. • Work on establishing links to develop the ‘careers’ element of the curriculum. Share another Microsoft Forms to ask for volunteers. • To develop a careers overview for each planning team. • Lead on Pupil Voice Councils within the cluster e.g. 	



	Digital Leaders, Active Travel, Worship Leaders etc.	
<p><u>Modelling and growing learning leadership.</u></p> <ul style="list-style-type: none"> • School leaders develop the culture, structures and conditions to facilitate professional dialogue, collaboration and knowledge exchange. • School leaders ensure an integrated approach to responding to learners' learning and other needs. 	<ul style="list-style-type: none"> • Additional cohorts of the Teaching Assistant Learning Pathway programme will be provided and additional professional learning opportunities for teaching and non-teaching staff such as leadership development programmes. • Enhanced working across the Darland Learning Community will be developed to give Area of Learning and Experience Leads opportunity to share practice, grow and develop. • Additional opportunities to collaborate with other practitioners and to share practice within professional learning journals will be implemented to raise the professional learning element of roles. • All staff to develop an understanding of Seesaw and how to best use the folder function to share work with parents/carers. • All staff to develop their knowledge of using Bromcom effectively. • Pupil Progress and tracking systems will be developed and refined to ensure a clear focus on responding to pupils' learning and other needs in a timely and proactive manner. • SIG 3 to reduce barriers to learning for pupils with Additional Learning Needs through effective tracking and trauma informed approach. • SIG 4 to support the transition to the new model of school improvement, inclusion and accountability through collaboration. 	

