



Where are we now?

'Why' for improvement?

Over the last eight years we have strengthened and refined a culture of continuous learning and improvement. There are strong, robust and evidence-based processes for self-evaluation in place which capture the whole learning experience and learner progress. This information and evidence is used for school improvement, accountability, transparency and to ensure our continued focus on exploring and collaborating as a learning organisation.

End of Summer Term Assessment and Baseline Autumn Term Assessments identified the following:

Highlighted Progress

- In 2024-2025, nearly all children made progress, from their starting point at baseline
- All children made progress towards the Four Purposes, as demonstrated during Progress Meetings and in our Portraits of Learning
- Pace of progress is very good and in line with the expectations of our Thrive Curriculum, this is supported by our Portraits of Learning and PLD
- Progress of children identified as ALN and those receiving intervention is very good
- The use of wellbeing thrive indexes have been reduced across the school as the year progressed - initial feedback from staff suggest that this could be due to the positive impact of Family Time
- Engagement in writing process significantly improved across the school due to work on digital wellness, particularly noticeable in Class 2 and Class 5/6
- Most children from Class 3/4 upwards are free readers - this is significant and demonstrates the impact of ALP time provided since 2020 and PLD
- Mathematics and Numeracy continues to be a strength across the school since September 2020, demonstrating impact of TLR for Mathematical Inquiry & Creativity and PLD
- Nearly all eFSM children and those impacted by poverty are making good or significant progress
- Nearly all eFSM children perform the same and often better than non-eFSM children
- There are no significant trends observed between genders

Targeted Areas

- Spelling is a focus in Class 3, Class 3/4 and 4 where teachers are consolidating key words and more complex spelling patterns
- Importance of providing space and time for children to talk and reflect in order to support their wellbeing and developing sense of wellness - SIP Priority
- Deepen understanding of our language of learner, Learner Capacities, so that children are able to use it as part of their natural learning dialogue - SIP Priority

Targeted Groups

- Very few children across the school require bespoke intervention through a targeted Skills Provision

Data Validity



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The following whole school processes has ensured the validity of data:

- Professional Learning & Development
- MER and Processes for Improvement
- Landscape of Progression

2017-2019: Foundations for Learning
2019-2022: Strengthening & Deepening Learning
2022-2024: Enriching & Refining Learning
2024-2027: Exploration & Collaborative Learning



JPPS as a Learning Organisation

The Schools as a Learning Organisation (SLO) model is a focus for our strategic development to ensure our culture is centred on learning and to enable our capacity to improve and manage change

Anti-Racism	Language of Learning	Wellness
Decolonise our Thrive Curriculum to ensure that it enriches the knowledge, skills and experiences of all children. Equalities Objective: Community Cohesion	Develop our language of learning so that it is mature, deliberate and intentional. Equalities Objective: Learn Well	Explore the term 'wellness' and what it means for our children, staff and community at JPPS. Equalities Objective: Learn Well

Output/Accountability

All pupils continue to make progress from their baseline assessments
Groups of learners requiring support are identified and are supported to make progress and achieve their individual expectations
All pupils identified make progress within targeted areas on their Wellbeing Thrive Index to mitigate the impact of disadvantage and poverty
All staff will have a collective understanding of expected progress at JPPS
All teaching will impact positively on children's progress
Robust systems and processes for self-evaluation ensure we thrive as a self-improving learning organisation

Strategic Equality Plan 2024-2028 Equalities Objectives
Whole School PD Target 2024-2026

Our School Improvement Journey

JPPS Years	Academic Year	School Improvement Theme	Key Considerations
Year 1	2017-2018	<i>Foundations for Learning</i>	❖ School opened in September 2017 as a growing school ❖ Large number of priorities as it was essential for us to set the systems, processes and foundations for highly effective learning and teaching ❖ Continued appointment of staff
Year 2	2018-2019		
Year 3	2019-2020	<i>Strengthening & Deepening Learning</i>	❖ Opened at capacity in September 2019. Large increase of pupils and staff ❖ Moved from a School <i>Development</i> Plan to a School <i>Improvement</i> Plan ❖ Phases of SIP changed, recognising our development as a learning organisation ❖ Aligned SIP to the areas of the national mission, SLO & Estyn frameworks ❖ Removed data focused targets and highlighted these as output/accountability measures, not objectives driving improvement ❖ Reduced number of priorities to focus on key areas for learning ❖ Significant change to learning due to COVID-19 from March 2020 so collectively agreed to maintain this theme into 2021-2022 ❖ From September 2021, SIP Phase 2 ❖ Classes mostly full enabling stability as a growing school ❖ Changed SIP headings to the areas of the National Evaluation & Improvement Resource to reflect school-level focus on readiness for reform and a focus on the development of learning and teaching.
Year 4	2020-2021		
Year 5	2021-2022		
Year 6	2022-2023	<i>Enriching & Refining Learning</i>	❖ Able to <i>enrich</i> and <i>refine</i> as there has been a five year focus on developing understanding of Curriculum for Wales and ensuring our school is a learning organisation ❖ National implementation of Curriculum for Wales in September 2022 ❖ Stability of class sizes ❖ Continued focus on key areas of our SIP: ➢ Leadership: Refining collaborative leadership to support growth and enable system-wide change ➢ Learning & Teaching: pedagogy and Professional Learning & Development ➢ Curriculum: Thrive Curriculum, principles of progression and progression across the cluster from 3-16 ➢ Wellbeing, Equity & Inclusion: whole school approach to emotional and mental wellbeing, the role of play and the outdoors
Year 7	2023-2024		

Year 8	2024-2025	Exploration & Collaborative Learning	❖ Three cycles of school improvement have enabled us to be in a position to move to the phase of <i>Exploration and Collaborative Learning</i> ❖ Moved from SIP areas aligned to National Mission and Estyn Inspection Areas to three key priorities with a focus on teaching and learning; wellbeing, care, support and guidance and leading and improving ❖ Collaborative professionalism will ensure that we continue to thrive as a learning organisation ❖ Further exploration of inquiry and creativity through professional learning and development and pedagogical decision making ❖ Continued reflection upon local and national policies as they emerge ❖ Continued focus on the national agenda: ➢ Anti-racist Wales by 2030 ➢ Cymraeg 2050: A million Welsh speakers ➢ Eradicate the gap between the employment rate in Wales and the UK by 2050
Year 9	2025-2026		
Year 10	2026-2027		
Year 11	2027-2028	Reflecting & Connecting Learning	❖ The previous school improvement phases have demonstrated a thoughtful and progressive framework for improvement, moving from foundational to collaborative learning ❖ This journey provides the basis for this phase of <i>Reflecting and Connecting Learning</i>, where there will be an emphasis on the importance of reflection, adaptability, and continuous improvement in learning, for both children and staff ❖ This theme will help foster a culture where learning is seen as a dynamic, evolving process - encouraging curiosity, adaptability, and lifelong learning ❖ This theme can support children to see the value of their learning beyond the classroom and foster a sense of responsibility and agency in the wider world ❖ Continued reflection upon local and national policies as they emerge



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Pupil Development Grant Strategy Plan 2025-2026 - Current Academic Year

School Overview	
School name	Jubilee Park Primary School
Number of learners in school	374
Proportion (%) of PDG eligible learners	5%
Date this statement was published	01.05.25
Date on which it will be reviewed	08.12.25 & 25.03.26
Statement authorised by	School Improvement Partner on behalf of Newport LA
PDG Lead	Sarah Cook Lewis
Governor Lead	Julia Sullivan



Equity Grant	Allocation	Planned Spend	Overspend/Underspend
Pupil Development Grant (PDG) Early Years Pupil Development Grant (EYPDG)	£25,300	£25,300	£0

Strategy	Planned Activity	Why? Self-Evaluation & Research Evidence	Intended Outcome/Success Criteria	Type of Spend	Cost
Learning and Teaching Community Focused Schools: (i) building strong partnerships with families (ii) responding to the needs of the community (iii) collaborating with other services Wider strategies:	Community Focused Schools & Wellbeing & Nurture - Salary Contributions Salary contribution for staff with responsibilities for family engagement, nurture and wellbeing. Leader to strategically lead family and community engagement and have regular non contact time to work with families and the wider JPPS community. Staff to work with individuals and groups of children identified as eFSM	‘Wellness’ SIP priority for 2024-2027 based on the following self-evaluation: All leaders demonstrate a clear dedication to wellbeing and our co-constructed wellbeing strategy underpins our school. Our previous SIP targets from 2021-2024 demonstrate a progressive focus on a whole school approach to emotional and mental wellbeing. SIP impact statements demonstrate the progress and impact of this work on children, staff and the wider community. MER and self-evaluation activities have	Wellness SIP impact considered termly. Strategic plan for family and community engagement in place and reflection on impact completed regularly. Learners, staff and our families will feel a sense of belonging to our school community. Relationships developed between families, staff and learners will positively impact wellness.	Grant Funded Post	£18,300



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Health and Wellbeing Leadership Raising Aspirations	and those highlighted as requiring support for wellbeing on their Wellbeing Thrive Indexes. Intervention to include wellbeing/nurture, COMiT, bespoke support.	also highlighted that children are spending a significant amount of time online and interacting on social media platforms outside of school and less time building relationships and playing with their peers. This is compounded by the impact of Covid lockdown during their developmental years. Reflections of the leadership team, influenced by PLD opportunities, highlighted the importance of space and time for children to talk and reflect in order to support their wellbeing and developing sense of wellness. It is important for us to build on our whole school approach to emotional and mental wellbeing by focusing on wellness and how we can develop, teach, learn and reflect upon healthy habits so that we can all experience better physical and mental health. Such healthy habits include, digital wellness, the right to play, being physically	Children from vulnerable groups feel valued and play an active part in the school and community. All learners benefit from the highest quality teaching and learning experiences. All children make progress from their baseline.		
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		active, being outdoors, communication and collaboration. All eFSM children and those identified as vulnerable make progress from baseline. Nearly all of these children make good or significant progress. Pupil Progress Meetings and reflection with staff have identified few children who are vulnerable and require additional wellbeing support. Wellbeing Thrive Indexes highlight required support and intervention from TAs. All children identified as requiring a wellbeing thrive index have made significant progress during 2024-2025.			
Learning and Teaching Wider strategies: Curriculum	Pupil Learning Reviews and (PLRs), including Pupil Learning Transition Reviews Pupil Learning Reviews (PLRs) will take place every half term for groups	Research on Metacognition continues to support that it has a high impact on learning and relatively low cost when improving the attainment of children, including those who are disadvantaged.	Each learner will be respected and challenged to achieve the best that they are capable of, including our most able learners, while being supported to overcome barriers that inhibit	Release	£5375



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Health and Wellbeing	of pupils including those eligible for FSM in Year 3 - Year 6. Teachers will be released to spend a day working with groups of learners to review their work, their progress towards their targets and set learning focused targets related to our learner capacities. In the Summer Term the current class teacher and the new teacher for the following year meet and share progress of learners and discuss wellbeing of learners.	At JPPS, Pupil Learning Reviews are a significant strength across the school and they provide rich discussions between learners and practitioners to support learners in developing a holistic view of their progress in learning, wellbeing and what they need to do to develop further.	their learning. All pupils will be more aware of their learning targets and their progress towards them. All teachers will have a clear understanding of the needs of their learners and the progress that has been made. All staff will have a clear understanding of learners' wellbeing needs and how best to support them and build relationships in preparation for a new academic year.		
Learning and Teaching Wider strategies: Curriculum Leadership	Collaborative Approach to Improving Practice (CAIP) The CAIP process takes place each term for all teachers. Teachers spend a day each term in their CAIP teams to discuss pedagogy and practice.	One of the three pillars of school improvement focuses on the role of individuals within our school and PLD as the driver for change. PLD supports and influences our Thrive Curriculum, CAIP and Individual Professional Inquiry (IPI). Professional Development Review processes encourage each individual to reflect on their pedagogy and practice.	All staff know and contribute to our 'why?'. Engaging in CAIP provides space and time for all practitioners to reflect and consider their pedagogy and practice. All staff have the opportunity for coaching and mentoring and are	Release	£645



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		There is increased ownership over each individual's learning journey. The spiral of our Thrive Curriculum, CAIP and Individual Professional Inquiry (IPI) and Professional Development Review supports our drive as a reflective learning organisation. It enables all practitioners to reflect and improve. They have the trust and autonomy to make the decisions that they believe are best for their children and can plan, teach and assess accordingly. A Collaborative Approach to Improving Practice enables us to keep evolving beyond conversation and to encourage deeper forms of collaboration, feedback and inquiry so that our school continues to inspire, nurture and celebrate success. We value clarity within the CAIP process and consider this approach as supporting collaborative professionalism as described by Hargreaves and O'Connor (2017).	supported by an open and honest culture within the school. All staff have ownership of their professional learning and development, shared dialogue and feedback and a collective responsibility for each others' teaching and pedagogical decisions.		
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Learning and Teaching Community Focused Schools: (i) building strong partnerships with families (ii) responding to the needs of the community Wider strategies: Curriculum Leadership Health and Wellbeing	Vertical Slice Team - Anti Racism The vertical slice team is a cross section of practitioners who are working alongside the pupil Diversity Group to ensure that pupil voice informs the direction of our Anti Racist Curriculum. This work will support our SIP priority of Anti-Racism.	At JPPS, we take a holistic approach to anti-racism, recognising that it goes beyond simply opposing racism. We are committed to driving individual, institutional, and systemic change to create a positive and lasting impact for all our children and their families. Through personal growth and professional development, we acknowledge that being anti-racist is not just about awareness, but about taking action and actively challenging complicity. This means acknowledging the privilege that comes with being white, seeking the expertise and leadership of global majority individuals, and integrating their lived experiences into our collective culture-shaping efforts. In addition, this contributes to the Welsh Government journey towards building an anti-racist nation by 2030.	Practitioners will gain a deeper level of collaboration and reflection ensuring more practitioners are developing a deeper understanding of how we are decolonising the curriculum across the school. All members of our community will feel valued and a sense of belonging. The learning experiences of all children will be enriched which will impact upon their progress. All children will be confident to share their diversity and culture and have respect for the values and beliefs of each other.	Release	£645
Learning and Teaching	Vertical Slice Team - Language of Learning The vertical slice team is a cross	Our language of learning, Learner Capacities, are used throughout our school and are an integral part of our	Our Thrive Curriculum will support children to have the language to talk about their	Release	£335



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Wider strategies: Curriculum Leadership	section of practitioners who are working alongside a specialist educational psychologist to refine and strengthen our language of learning so it is mature, deliberate and intentional. An opportunity to engage in reading and research to develop a deeper understanding, conduct action research and design professional learning to support pedagogical understanding and the integral skills.	school culture to support children and staff to articulate the learning process and the progress they make. Learner effectiveness was a focus for our SIP, Performance Development and CAIP during 2023-2024. This highlighted that nearly all children were able to articulate their learning process and identify their strengths and developments. However, at times, this was not a natural part of their learning dialogue. Very strong progression is evident within learning environments across the school which supports our language of learning. Authentic learning is evident in children's books, based upon highly effective planning. Our language of learning is evident in planning journals, marking and feedback. The use of self-reflection, observations and other flexible modes of assessment drives strong practice.	learning. All staff are able to facilitate learning conversations. Information from observation and assessment will drive future learning. All children will continue to make progress from their baseline assessments. All children will be able to use an increasingly sophisticated shared language to discuss their learning and articulate the learning process. Reflection will provide an insight into practitioners' pedagogy and enable them time to reflect on the impact of their pedagogical decision making. All staff will have a collective understanding of our language of learning.		
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		Learner Capacities are discussed with children regularly. This is modelled in teaching and during focused time in PLRs for Year 3-Year 6. Our Cluster Collaborative Review highlighted that PLRs support children to identify their next steps in their learning and independently identify sources that support them. Learner effectiveness is highly effective and underpinned by research that is demonstrated through the learning environments and understood fully by children and staff. In our whole school reflection we have discussed that our Learner Capacities need to be revisited to ensure they are still relevant for our school community. Since our Learner Capacities were originally created we have new staff and want to ensure that all staff are consistent			
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		in their understanding and use of our language of learning. In addition, our pedagogical decision making has grown more sophisticated so there is a need for our language of learning to be more mature, deliberate and intentional.			
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PDG Grant Review of Outcomes 2024-2025 - Previous Academic Year

Grant	Allocation	Planned Spend	Overspend/Underspend
Pupil Development Grant (PDG)	£25,300	£25,300	£0

Planned Activity	Impact 2024-2025	Type of Spend	Cost
Community Focused Schools & Wellbeing & Nurture - Salary Contributions Salary contribution for Leader with responsibility for Family Engagement and Nurture and Wellbeing TA. Leader to strategically lead family and community engagement and have regular non contact time to work with families and the wider JPPS community. TA to work with individuals and groups of children identified as eFSM and those highlighted as requiring support for wellbeing on their Wellbeing Thrive Indexes. Intervention to include wellbeing/nurture,	69.1% of PDG funding was allocated to support Family Engagement in accordance with WG guidelines surrounding Community Focused Schools. Relationships with parents are developing through coffee mornings and parent, baby and toddler sessions. The organisational component of coffee mornings has allowed children to enhance their leadership skills by taking responsibility for the setup. Learners who have been involved in the delivery of coffee mornings have become more confident interacting with members of our community. Members of the community who attend coffee mornings have developed relationships with each other and with members of staff, which in turn has created a support network. In addition this has been an opportunity to further develop transition and build relationships with new Nursery families as they begin their journey in rising three places. Through meetings with the cluster, links with two local private nurseries have been made with the aim of improving the transition for learners and their parents when they start at Jubilee Park. This collaboration has provided opportunities to explore more avenues to reach more members of our community.	Grant Funded Post	£17,500



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COMiT, Lego Lab.	Bespoke wellbeing support has been in the most vulnerable children and this has had a significant impact on their wellbeing and ability to regulate their emotions and in turn demonstrate higher levels of engagement in their learning. A few children have engaged in bespoke nurture support that has been responsive to their needs and as a result they have developed strategies to manage their emotions and continue to engage in purposeful learning. ELSA and nurture support has been in place for children identified via their thrive index to ensure that they are developing strategies in order to manage their emotions and navigate relationships. This has had a significant impact and nearly all these children have made sustained progress and feedback to teachers has allowed teachers to make adjustments to provision to support their needs.		
Pupil Learning Reviews and (PLRs) Pupil Learning Reviews (PLRs) will take place every half term for groups of pupils including those eligible for FSM in Year 3 - Year 6. Teachers will be released to spend a day working with groups of learners to review their work, their progress towards their targets and set learning focused targets related to our learner capacities.	88.85% of the PDG 'planned spend' was allocated to support learning conversations in Pupil Learning Reviews (PLRs) in accordance with WG guidelines surrounding High Quality Learning and Teaching. Pupil Learning Reviews are a significant strength across the school and they provide rich discussions between learners and practitioners to support learners in developing a holistic view of their progress in learning, wellbeing and what they need to do to develop further. Nearly all children in Year 5 and 6 are able to discuss the learning process and identify what their barriers to learning are in order to evaluate their behaviours of learning. This has enabled them to reflect and use a variety of strategies when engaging in more complex learning. Nearly all children have made progress towards their learning target, with nearly all achieving their target. Year 3 and 4 children are beginning to use their language of learning, with support, in order to discuss how feedback	Release	£5090
Pupil Learning Transition Reviews In the Summer Term the current class		Release	£1840



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teacher and the new teacher for the following year meet and share progress of learners and discuss wellbeing of learners.

moves their learning forward and apply these skills across the curriculum.

All eFSM children have a wellbeing thrive index that is reflected upon termly. All eFSM children have made progress on their wellbeing thrive indexes which demonstrated an improvement in their resilience in learning and in turn this supported them in achieving their learning targets.

Supporting learners to make progress is a fundamental driver of our Thrive Curriculum. Understanding how learners progress is critical to learning and teaching and should inform classroom pedagogy and assessment. Throughout the learning process we have supported children to be able to seek out appropriate support and independently identify how to draw on this support. Through these learning reviews children are learning to focus on how they reflect on their work and identify their next steps in their learning.

Learners participate in discussions with their teacher alongside their work discussing feedback and their learning. These conversations are supporting children in understanding their learning process.

Pupil Learner Reviews continue to have a significant impact on learner agency and the culture of learning across the school. Children are fully involved in the learning process and are aware of what they are learning. Most children are beginning to articulate the barriers to their learning and recognise that this invaluable dialogue provides them with ownership over their learning in order to set their own learning targets. Learner dialogue and feedback within books and during PLRs has demonstrated that children are making significant progress developing an understanding of our language of learning and children

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	are able to articulate the learning process and their understanding across the curriculum. The Estyn Interim visit in the spring term recognised that: • School leaders have embedded a culture of shared self-evaluation and professional development across the school. They enable all staff to engage in ongoing discussion, meaningful research and purposeful reflection. Through this process, all staff have developed an agreed language for learning that helps pupils to understand the qualities that support them in their learning. • The school 'language of learning' document has been developed in line with the school curriculum. It provides a useful framework that enables adults and pupils to hold meaningful conversations about how they learn most effectively as they move through the school. • In the younger classes, teachers introduce and model simple vocabulary that develops pupils' understanding of how we learn. As the curriculum deepens to develop pupils' understanding, they begin to understand how effective communication and collaboration helps them learn. Older pupils deepen their understanding of their own learning further when reflecting on their achievements and when setting targets for further improvement with their teacher. • School leaders ensure that staff have time to reflect on the effectiveness of the school's approach to developing a language for learning.		
Anti Racist Vertical Slice Team The vertical slice team is a cross section of practitioners who are working alongside the pupil Diversity Group to ensure that pupil	5.64% of the PDG 'planned spend' was allocated to the Anti Racist Vertical slice team. During the Autumn Term, the vertical slice team engaged in meaningful discussions about how staff could integrate anti-racist matrices into their curriculum design. Through research into Philosophy for Children (P4C) as a tool for anti-racist pedagogy, the team	Release	£440



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voice informs the development of our Anti Racist Curriculum.

This work will support our SIP priority of Anti-Racism.

developed additional professional learning opportunities for staff. However, after the whole school PLD session, staff concluded that P4C may not be the most suitable approach for our context. This led to a collective decision to implement the anti-racist matrices across the school as a framework for staff passion projects. Each educator is focusing on a specific aspect of the matrices relevant to their age group and pursuing individual research in that area.

The impact of this work is evident as all practitioners have deepened their understanding of how to support children effectively. By enriching our curriculum through these targeted projects, we have fostered an inclusive environment where both staff and students benefit from a culture of learning, understanding, and mutual respect. Listening to learners has highlighted that when children see themselves positively within their learning environment it fosters a strong sense of belonging, self worth and identity. This collaborative effort has not only enhanced educational practices but also promoted the emotional development and wellbeing of our learners, ensuring they thrive.

The Estyn Interim visit in the spring term recognised that:

- Leaders promote a strong commitment to developing awareness and understanding of anti-racist practice. They provide clear guidance and enable staff to develop professionally through shared research and collaboration. This supports staff to plan confidently and to deliver engaging experiences that enhance pupils' knowledge of diversity effectively.
- The school curriculum builds pupils' knowledge and understanding of diversity systematically and in line with their stage of development. The youngest pupils develop a sense of their own identity through creative activities. As pupils move



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	through the school, they consider how the variety of languages, cultural traditions and faiths people practise enrich the school and its local community. Older pupils extend their understanding of the wider social and political context of racism. • Nearly all teachers adapt plans responsively to take account of pupils' interests and personal experiences. They allow valuable time for pupils to make personal reflections through their learning journals. School staff consider the resources they use to support pupils' learning carefully, selecting books and materials that enable pupils to feel fully represented		
Play Inquiry Vertical Slice Team A cross section of practitioners who are inquiring into the importance of play for children and how we will consider opportunities for play within the thrive Curriculum. An opportunity to engage in reading and research to develop a deeper understanding, conduct action research and design professional learning to support pedagogy.	5.51% of the PDG 'planned spend' was allocated to support the three year Play Inquiry in accordance with WG guidelines surrounding High Quality Learning and Teaching. The vertical slice team have carried out MER reflection activities that have highlighted the impact of play on our children. Book reflections have demonstrated how teachers are captivating children's play through observations and, as a result, this is informing future planning. The play inquiry team have gained an insight into the amount of role play that is occurring due to the changes in learning environments for the older children. This is providing more opportunity for children to engage in purposeful dialogue and build relationships with their peers. As a result, teachers have observed a significant improvement of children's communication skills. Limiting digital play has resulted in children using their learner capacities and their imagination to engage in purposeful play, most children could articulate how digital play negatively affects their wellbeing. During the Spring Term the Play Inquiry team shared their findings wider with teachers across the EAS region and explained how they have guided teachers in developing play for all learners within the curriculum. MER activities demonstrate children and practitioners	Release	£430



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	growing understanding of the impact on play and children's wellness and it is clear that practitioners are effectively observing play and using these observations to guide pedagogy.		
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