



**School Development Plan**  
**Published Summary**  
**2023-24**

## School self-evaluation: summary

### Strengths:

- Pupils of all abilities make good progress across the school from their various starting points.
- Pupils enjoy their lessons and show positive attitudes towards learning.
- There is a wide range of opportunities for pupils to contribute to school life through different pupil voice groups.
- The pupils say that they feel safe and happy at school.
- Staff know pupils very well.
- There is a very strong professional relationship between pupils and staff.
- Classrooms are productive, active and engaging learning environments.
- The lessons are well planned and build subsequently on pupils' knowledge, skills and understanding.
- Staff consider what pupils want to learn about and their interests influence school themes.
- The school is a very happy and diverse school community.
- The school has a very caring and inclusive ethos.
- The school works successfully with a wide variety of external agencies to support all children and their families.
- Transition arrangements are strong with Ysgol Rhydywaun.
- The school has a strong focus on developing staff expertise and involvement in professional learning; this helps staff to reflect on their teaching and work together to improve their practice.
- The governors have a good awareness of the school's work and they support the school effectively.
- There is a clear vision and values in place which closely align with the principles of Curriculum for Wales; this has been well developed with pupils, parents / carers and governors.
- Regular and robust monitoring and self-evaluation activities continue.
- With staffing and leadership changes, there is clarity regarding the role and responsibilities of middle leaders, and the impact is developing through distributed leadership.

### Areas for development:

- Developing pupils' spoken language to raise standards of writing and understanding of text
- Developing pupils' Digital Competence skills

## EVALUATION OF THE 2022/23 SCHOOL DEVELOPMENT PLAN

Priority	Progress evaluation
<p><b>1. Continue to develop our Curriculum for Wales – with the focus on further developing independence, ensuring involvement, developing bespoke plans and resources and planning the long-term learning journey.</b></p>	<p>Areas of Learning and Experience teams worked effectively in the school and a little in conjunction with cluster schools to develop whole school themes and a coherent curriculum presented for the first time in September 2022.</p>
<p><b>2. Refine the school's assessment and tracking procedures.</b></p>	<p>Effective use was made of Taith 360, assessment weeks and Learning Reviews in order to track, assess and judge the progress of each group of pupils within the school.</p>
<p><b>3. Literacy - Improving pupils' Welsh speaking skills in order to raise writing standards</b></p>	<p>There are further developments to the provision for oral work through Llais 21 to feed reading and writing which has led to a positive effect on pupils' progress and in particular the focus year groups who benefited from more support through the Language Immersion Work. We are began to see the positive effect of pupils using more Welsh socially.</p>
<p><b>4. Developing the school's leadership. Refine systems in order to develop leadership roles across the school, increase accountability and ownership.</b></p>	<p>We have restructured the Leadership team to include a Leader for each Progression Stage with the appointment of a new member to lead PS2. We have further developed the roles of the school's leaders and strengthened the school's staffing structure in order to ensure an understanding of the requirements of the different roles. We will continue to develop distributed roles and leadership in the school. We also need to review Professional Standards with staff.</p>

**SCHOOL DEVELOPMENT PLAN PRIORITIES 2023/24**

Priority	Key Steps	Support
<p>1. <b>Continue to develop and refine Curriculum plans for Wales by focusing on assessing and tracking progress with the emphasis on further developing independence, ensuring involvement, developing plans that ensure an achievable challenge and dedicated resources and planning the long-term learning journey.</b></p>	<ul style="list-style-type: none"> <li>● Review the effectiveness of teacher planning processes and investigations.</li> <li>● Stages of Progress and Areas of Learning and Experience teams to continue to meet regularly to plan, evaluate and adapt plans</li> <li>● Review the comment on the statements of what is important, skills and experiences.</li> <li>● Ensuring progression in the skills taught throughout the educational journey of pupils in the primary</li> </ul>	<ul style="list-style-type: none"> <li>● Central South Consortium AoLE Network Meetings</li> <li>● CSC's professional learning programme.</li> <li>● The Cluster's CfW Learning Community</li> <li>● Cluster AoLE leaders meetings</li> </ul>
<p><b>December Milestones</b></p> <ul style="list-style-type: none"> <li>● Links with school governors and parents to share the latest news and developments.</li> <li>● Termly class reviews completed by a member of the Senior Leadership Team (USA) for each class.</li> <li>● All Progression teams meet regularly.</li> <li>● Review the skills taught in last year's themes, self-evaluation and adapt to the next 2-year cycle.</li> </ul>	<p><b>March Milestones</b></p> <ul style="list-style-type: none"> <li>● Many classes have implemented a purposeful investigation method well.</li> <li>● Learners influence class planning and investigation well in all classes.</li> <li>● A termly review of the comment on the statements completed as part of impact reports.</li> <li>● Progression Stage and AoLE teams meet regularly.</li> <li>● Create a bespoke demonstrator to accompany Curriculum for Wales projects and monitor through learning trips</li> </ul>	<p><b>July Milestones</b></p> <ul style="list-style-type: none"> <li>● Most classes have implemented a purposeful investigation method well.</li> <li>● Almost all learners show good progress across the Curriculum</li> <li>● Further develop the external areas of the Lower School</li> <li>● Review of planning processes and attention to the statements of what is important completed and adjustments made in consultation with staff</li> </ul>
<p>2. <b>Develop and embed 12 Principles of Pedagogy across the school, with a focus on developing independent learners who are ambitious, use skillful thinking skills to solve problems and can discuss their own progress and guide their learning.</b></p>	<ul style="list-style-type: none"> <li>● Ensure that the professional learning program has a positive impact on the quality of provision.</li> <li>● Continue to refine the revised assessment framework in order</li> </ul>	<ul style="list-style-type: none"> <li>● Cluster working on a strategy for developing an agreed assessment.</li> <li>● Leaders attend appropriate network</li> </ul>

	<p>to meet the needs of learners, teachers and leaders.</p> <ul style="list-style-type: none"> <li>• Development of pedagogical principles as identified through self-review and learning review meetings.</li> <li>• Using Taith 360 to assess progress and track pupils' development.</li> </ul>	<p>sessions to share practice.</p> <ul style="list-style-type: none"> <li>• CSC support to develop skills with clear development across the school.</li> </ul>
<p><b>December Milestones</b></p> <ul style="list-style-type: none"> <li>• Teachers assessing core subjects through Taith 360</li> <li>• Good use of feedback and assessment for learning in most classes.</li> <li>• All teachers make use of assessment and feedback policies and pupils are challenged to take subsequent steps to improve their work.</li> <li>• Developing pupils' higher thinking skills, especially our MATH learners by harmonizing the use of Kagan's strategies to lead others.</li> <li>• Developing independence among all our pupils by building confidence in the next steps and not overinstructing - by introducing higher thinking skills and using Kagan's strategies</li> </ul>	<p><b>March Milestones</b></p> <ul style="list-style-type: none"> <li>• All staff attending and acting on Nick Jones' Excellent Teaching and Learning training.</li> <li>• Teachers assessing core subjects through Taith 360</li> <li>• Good use of feedback and assessment for learning in all classes.</li> <li>• A round of trio activities completed with a focus on assessment for learning.</li> <li>• Teachers doing active research on effective non-independence promotion strategies.</li> <li>• Use awareness of previous performance skillfully to determine next steps including the pupils' voice</li> </ul>	<p><b>July Milestones</b></p> <ul style="list-style-type: none"> <li>• A teaching review completed and a professional learning program developed.</li> <li>• Consistent use of the school's assessment arrangements in all classes.</li> <li>• Review of assessment arrangements completed with all stakeholders.</li> <li>• Updated teacher self-reviews through Teaching Continua</li> <li>• Teachers presenting on an aspect of pedagogy of their choice for which operational research was carried out.</li> </ul>
<p>3. <b>Literacy - Improving pupils' oral skills to raise pupils' writing standards and understanding of text</b></p>	<ul style="list-style-type: none"> <li>• All staff to attend professional learning on raising oral standards including Drama in the classroom.</li> <li>• Model lessons demonstrated on Voice 21, Pie Corbett and Drama strategies</li> <li>• Sharing good practice and learners' work.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional learning for all staff and extended support from the CSC literacy team.</li> </ul>
<p><b>December Milestones</b></p> <ul style="list-style-type: none"> <li>• All teachers have had access to high quality professional learning about speaking, reading and writing.</li> <li>• Writing 'expectations' have been identified.</li> <li>• Learners have access to high quality writing lessons.</li> <li>• Working on pupils'</li> </ul>	<p><b>March Milestones</b></p> <ul style="list-style-type: none"> <li>• All teachers have shared practice with each other and colleagues from other schools.</li> <li>• Learners write extensively in a variety of contexts and for different purposes.</li> <li>• Writing prompts reflect diversity, inclusion, Welsh identity, and culture.</li> <li>• 'Authors' have shared their</li> </ul>	<p><b>July Milestones</b></p> <ul style="list-style-type: none"> <li>• Professional discussion, sharing of practice continued.</li> <li>• Learners write extensively in a variety of contexts and in pupil-led areas/tasks.</li> </ul>

<p>understanding of a text through Darlenco and a daily reading carousel</p> <ul style="list-style-type: none"> <li>• The learners' progress has been reviewed.</li> </ul>	<p>experiences with learners.</p> <ul style="list-style-type: none"> <li>• The learners' progress has been reviewed.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners have taken part in literacy themed days and/or community events.</li> <li>• Learners' progress has been reviewed through learning reviews following assessment weeks.</li> </ul>
<p><b>4. Raising the standards of Digital Competence skills of the majority of pupils across the school.</b></p>	<ul style="list-style-type: none"> <li>• All staff to participate in a professional learning path and act on specialist training from CSC.</li> <li>• Regular PS meetings to share good practice.</li> <li>• Act on the findings of the Twt 360 self-evaluation.</li> <li>• Create and follow an Action Plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular supervision sessions for school coaches.</li> <li>• Training courses from the Consortium staff</li> <li>• The governing body has implemented a regional self-evaluation tool for governing bodies.</li> </ul>
<p><b>December Milestones</b></p> <ul style="list-style-type: none"> <li>• Organize support, guidance and assistance with experts including the Consortium</li> <li>• Organize the release of the Science and Technology AoLE leaders to undertake monitoring work to ensure skills in action, lead and support making use of the monitoring map</li> <li>• Strengthen online security procedures by renewing policy, organising training, establishing digital advice and police visits</li> <li>• Adapting teachers' planning templates to include the digital competence framework. Identify the DC framework in green when planning.</li> </ul>	<p><b>March Milestones</b></p> <ul style="list-style-type: none"> <li>• Involve the pupils of the Digital Learners council in the process of self-evaluation according to the 360 Safe Cymru questionnaire.</li> <li>• Mapping themes to ensure opportunities to use Digital competence across the Curriculum</li> <li>• Invest in hardware to be able to support coding lessons, management etc.</li> <li>• Organize the release of the Science and Technology MDaPh leaders to undertake monitoring work to ensure skills in action, lead and support, making use of the monitoring map</li> </ul>	<p><b>July Milestones</b></p> <ul style="list-style-type: none"> <li>• Using Teaching Continua to enable teachers and assistants to self-evaluate, set and review individual specific targets for improvement</li> <li>• Staff confident in teaching, assessing and developing Digital Competence skills across the curriculum</li> <li>• Organize the release of the Science and Technology AoLE leaders to undertake monitoring work to ensure skills in action, lead and support making use of the monitoring map</li> </ul>

