

School Development plan: Summary

School Evaluation: Overview 2024 - 2025

Strengths:

During the last academic year, the school has focused on implementing the priorities of the School Improvement Plan below:

- Raising learner standards in Welsh with a focus on writing, speaking, and listening.
- Ensuring staff confidence in teaching mathematics and numeracy. Conducting weekly problem-solving sessions to challenge and ensure learning.
- Implementing the Curriculum for Wales and continuing to develop staff through co-planning, adapting and developing the curriculum for all schools in the cluster.
- Developing assessment procedures for the school/cluster. Ensuring that assessment and tracking opportunities are planned and that systems across the school are further developed to ensure pupil progress.

The staff have worked collaboratively to ensure that every pupil has equal opportunities to succeed.

Key Strengths

Clear progress has been seen as a result of implementing specific strategies to raise learners' standards in Welsh, with an emphasis on writing, speaking, and listening. This has also been observed during an Interim Visit by Estyn in March 2025. Discussion sessions have permeated across the school, fostering the correct use of the language in the lower school and introducing challenging language patterns in the upper school. Training through Our Voice and systematic use of oracy techniques have significantly contributed to this progress. Reading resources have been key in raising reading standards, while story sessions have provided opportunities to expand vocabulary. Every class has shown clear progress in national reading test results.

Positive progress has been seen in staff confidence in teaching mathematics and numeracy, as a result of implementing specific strategies across the school. Problem-solving sessions have ensured challenge and purposeful learning, with staff collaborating through learning journeys to ensure high-quality lessons. Staff understanding of teaching problem solving has strengthened, directly contributing to raising standards and ensuring learner progress. Every class has shown clear progress in national numeracy test results.

Significant progress has been seen in the implementation of the Curriculum for Wales across the cluster schools, with staff co-planning, adapting, and continuously developing the curriculum. Close collaboration between headteachers, deputies, and teachers has led to refining initial plans and sharing effective resources. Assessment procedures have developed at the school level, including an oracy element in the cluster's language curriculum. The Siarter Iaith has promoted the use of Welsh, and the school has won the Gold Siarter Iaith award this year. ALN systems have also continued to be effectively refined across the school.

Every pupil now benefits from an Individual Learning Journey profile with termly meetings with parents and brief reports ensuring effective communication about progress. Survey results show that most students feel they have a positive relationship with the staff and many feel like they belong to the school community. Most students feel they are part of the curriculum planning.

Areas to be developed:

Literacy

- Ensure that a purposeful Reading Circle is held in every class
- Daily reading sessions for every student
- Conduct moderation sessions of students' written work termly to monitor and ensure progress

Numeracy

- Reintroduce the 'Numeracy Challenges' across the school.
- Ensure that numeracy activities are relevant to real life and meaningful.

Professional development and sharing good practice

- Sharing good practice between internal and external staff
- Inviting teachers from other schools to share effective practices
- Reading tasks and collaboration between staff members

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| <p><u>Inclusion and Equality</u></p> <ul style="list-style-type: none"> Start our journey against racism as a school (DARPL) <p><u>Monitoring and progress</u></p> <ul style="list-style-type: none"> Regularly monitoring and tracking pupils' progress Targeting specific individuals from groups of students to ensure personal progress <p><u>Pupil voice</u></p> <ul style="list-style-type: none"> Challenges for the Upper School to develop the voice of the pupil. Developing pupil independence by offering them opportunities to choose how to respond and record their work. <p><u>Learning Environment</u></p> <ul style="list-style-type: none"> Developing the use of the outdoor area to enrich learning experiences across the school |
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| SCHOOL DEVELOPMENT PLAN EVALUATION 2024/2025 | |
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| Priority | Evaluation of the progress |
| <ul style="list-style-type: none"> Raising learner standards in Welsh with a focus on writing, speaking, and listening. | <p>The implementation of targeted strategies has led to measurable improvements in reading, writing, speaking and listening standards. Tafod Trafod sessions have permeated throughout the school, fostering accurate language in the lower department and introducing challenging language patterns in the upper department. 'Our Voice' training and the systematic use of speaking techniques have contributed significantly to this progress, along with investment in reading resources and story sessions to expand vocabulary. Every class has shown clear progress in national reading test outcomes</p> |
| <ul style="list-style-type: none"> Ensuring staff confidence in teaching mathematics and numeracy. Conducting weekly problem-solving sessions to challenge and ensure learning. | <p>The implementation of whole-school strategies has led to a significant improvement in staff confidence in teaching mathematics and numeracy. Weekly problem-solving sessions have ensured purposeful challenge and learning, while collaboration through learning walks has strengthened lesson standards. Staff understanding of teaching problem-solving has deepened, directly contributing to pupil progress and national numeracy test outcomes.</p> |
| <ul style="list-style-type: none"> Implementing the Curriculum for Wales and continuing to develop staff through co-planning, adapting and developing the curriculum for all schools in the cluster. | <p>Strong collaboration between the cluster schools has ensured effective implementation of the Curriculum for Wales. Staff have co-planned and continuously adapted the curriculum, sharing resources and refining initial plans. Assessment developments, including the oracy element, have strengthened learning experiences. The Language Charter has promoted the use of Welsh, leading to winning the Gold award. In addition, ALN systems have continued to develop robustly</p> |
| <ul style="list-style-type: none"> Developing assessment procedures for the school/cluster. Ensuring that assessment and tracking opportunities are planned and that systems across the school are further developed to ensure pupil progress. | <p>Implementing an Individual Learning Journey Profile has strengthened communication with parents and ensured a systematic approach to monitoring progress. Survey feedback shows that pupils feel a positive relationship with staff and a strong sense of belonging to the school community. Many pupils also feel that they have a voice in planning the curriculum.</p> |

SCHOOL DEVELOPMENT PLAN PRIORITIES 2024 /2025

| Priority | Actions | Support |
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| Raising learners' literacy standards by continuing to implement speaking and writing plans. Further developing learners' reading skills to raise learners' literacy standards. | <ul style="list-style-type: none"> • Monitor oracy activities across the school. Implement Llafar Llwyddiannus techniques and strategies to conduct purposeful oracy sessions in a cross-curricular manner. • Conduct internal training for staff on best practice for reading circle sessions. Include a handwriting session within the reading circle. • Ensure a clear and purposeful arrangement for reading circles in every class through monitoring activities. • Adapt the school's handwriting policy • Track pupils' progress in writing using the 'Gwaith Gwych' books. • Regularly have opportunities for storytelling sessions to enjoy and develop listening skills. • Every class to develop their reading corners • Hold progress meeting with staff termly to review data - looking at progress in literacy • Staff Training - New reading test • Pie Corbett Training • Conduct training for staff on developing a Literacy Environment within their classroom. Staff to conduct an audit of their classroom areas. | <p>Effective Reading Learning Training</p> <p>Rich Literacy Environment Training</p> <p>New Reading Test</p> |
| December Milestones <ul style="list-style-type: none"> • Initial Effective Reading Training completed • Reading corners arranged and set up in every classroom • Rich Literacy Environment Training for staff completed • Progress meetings completed for each class and staff acting on these • Monitoring of oracy activities across the school • Implementation of Pen-y-Groes Llafar Llwyddiannus Techniques in cross-curricular sessions | March Milestones <ul style="list-style-type: none"> • Review and revise the school's handwriting policy • Track students' written work progress using writing workbooks • Hold progress meetings with staff to scrutinise literacy data • Staff training on the new reading test • Conduct Pie Corbett training • Continue to strengthen reading circles and monitor their effectiveness | July Milestones <ul style="list-style-type: none"> • Reviewing pupil progress (literacy and oral) and collecting evidence • Progress meetings to review data and show that pupils' reading, oral and writing standards have improved • Strengthening reading corners and ensuring they are active and purposeful • Almost all staff will be confident in teaching reading and leading reading circles successfully in order to raise standards • A rich literacy environment in every Class |

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| | | <ul style="list-style-type: none"> • The majority of pupils will make progress in oracy skills and the use of correct punctuation • Reading tests and monitoring work will show that many pupils' reading skills continue to improve and the reading standards of many pupils are rising. • The extended writing skills of the majority of pupils will improve and writing standards will rise. |
| <p>Deliver high-quality mathematics teaching by incorporating effective pedagogical approaches that foster students' knowledge, understanding and skills. Develop confident and capable problem solvers by providing opportunities for students to deepen their mathematical understanding and apply it in meaningful, real-world contexts.</p> | <ul style="list-style-type: none"> • A self-assessment sheet for students termly in the upper school in order to show progress. • Conduct lesson observations using clear criteria • Ensure teachers' confidence to plan and teach standard mathematics and numeracy lessons through self-assessments and questionnaires. • Monitor students' skills by receiving feedback from students about their confidence in solving problems and completing mathematical tasks before and after the project. • Following training on 9/1/26 - Teachers to plan lessons and class work that includes real problem-solving tasks. Monitor books to assess the breadth and depth of content. • Creating project work or cross-curricular activities in collaboration with other schools where mathematics is used in real-life contexts. • Sharing good practice with other schools in the CLIPS (Numeracy Network) • Numeracy Across the curriculum training for staff from CSC • Piloting the Magma Maths programme to raise students' problem solving standards. Training for a member of staff and a Magma Maths account available for all staff • Purchase resources for maths and numeracy | <p>CSC – Numeracy Training across the Curriculum INSET whole staff</p> <p>1 staff member 2-day course 1 staff member half-day course</p> <p>Magma Maths training – Cardiff County Council</p> <p>Robin Williams – Numeracy across the curriculum Resources</p> <p>Collaborative work with other Schools – Ysgol y Wern, Ffed y Ddraig, Ysgol Treganna, Ysgol Mynydd Bychan</p> |
| <p>December Milestones</p> <ul style="list-style-type: none"> • CLIPS meetings have been held and collaborative work has started • One-off training at Ysgol y | <p>March Milestones</p> <ul style="list-style-type: none"> • Following training 9/1/26: Teachers to plan lessons with real problem-solving tasks. • Monitor books to assess the breadth and | <p>July Milestones</p> <ul style="list-style-type: none"> • There will be high-quality teaching incorporating understanding of effective |

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| <p>Wern for 1 staff member</p> <ul style="list-style-type: none"> • Staff survey conducted on numeracy literacy • Robin Williams shared information on numeracy activities across • Training for 1 staff member on numeracy across by CSC • One-day training organised by Ffed y Ddraig 9.1.25 on numeracy across • School piloting Magma Maths – 1 staff member attending training and piloting the programme with pupils • Conducting a learning walk to assess teachers' confidence in delivering cross-curriculum numeracy lessons • Ensuring teachers' confidence to plan and teach mathematics lessons through self-assessments and questionnaires • Ordering new mathematics resources • Conducting pupil self-assessment sheets in the upper department (termly) • Monitoring pupils' skills through feedback on confidence in problem-solving (before the project) | <p>depth of mathematical content.</p> <ul style="list-style-type: none"> • Ensure project work or cross-curricular activities in collaboration with other schools. • Share good practice with CLIPS schools (Numeracy Network). • Conduct second student self-assessment (termly) to show progress. | <p>teaching methodologies for mathematics</p> <ul style="list-style-type: none"> • Almost every pupil will have opportunities to acquire mathematical knowledge, understanding and skills • Almost every pupil will have opportunities to deepen mathematical understanding and develop confidence in applying methods • There will be opportunities for almost every pupil to apply their mathematical knowledge and skills to solve problems in relevant contexts • Numeracy skills of many pupils will improve and mathematics standards will rise |
| <p>Adapt learning area plans and curriculum experiences to ensure clear development in terms of skills and knowledge and opportunities to develop independence.</p> | <ul style="list-style-type: none"> • Ensuring that opportunities to celebrate the diversity of the world are included in our curriculum - EMTAS work and DARPL • Develop the use of the outdoor area in order to enrich the learning experiences of the pupils and to foster independence. • Priority 1 and 3 • Conduct training for staff on developing a Literacy Environment within their classroom. Staff to conduct an audit of their classroom areas | <p>Rich Literacy Environment Training</p> <p>Expressive Arts Collaborative Grant</p> <p>Grant Work – Exploring Progress in the Expressive Arts (CSC)</p> <p>YPYG collaboration work with Ffed y Ddraig and Sarah Summers CSC on developing the FfCD curriculum</p> |

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| | <ul style="list-style-type: none"> • Apply to receive a grant on an expressive arts project - Exploring progress in the Expressive Arts (CSC) • Develop an Expressive Arts skills map in order to develop pupils' skills within the area of learning as part of a collaboration project with CSC - Exploring progress in the Expressive Arts • Develop a Health and Wellbeing skills map (physical education) in order to develop pupils' skills within the area of learning. • Develop a computer skills plan in order to enhance pupils' skills within the Science and Technology learning experience. Collaborate with Ffe dy Ddraig and Sarah Summers from CSC to develop the DCF curriculum | |
| December Milestones <ul style="list-style-type: none"> • 1 member of staff started DARPL work as part of NPQH work • Rich Literacy Environment training completed 24/11/25 _ Class audit completed • 1 member of staff has applied for and successfully received a grant for project work – Exploring Progress in the Expressive Arts. 1 session completed 4/11/25. Second session scheduled for 16/11/25 • 1 member of staff met with staff from Ffe dy Ddraig and CSC to discuss initial work on the FfCD • Ensure that opportunities to celebrate the world's diversity are included in the curriculum (EMTAS + DARPL work) • Begin developing the use of the outdoor area to enrich learning experiences and independence | March Milestones <ul style="list-style-type: none"> • Develop an expressive arts skills plan in collaboration with the Progress Audit project • Continue to develop the outdoor area and monitor its use • Develop a Health and Wellbeing skills map (physical education) • Hold a meeting to review progress on priorities and the arts grant • Develop a digital competence skills plan in collaboration with partnership work • Develop a health and wellbeing skills plan | July Milestones <ul style="list-style-type: none"> • Plans that show clear progress within the skills of Expressive Arts, Health and Wellbeing (Physical Education) and Science and Technology (Computing) • Staff are confident within their learning areas and demonstrate a strong awareness of pupil attainment standards within their areas • Develop classroom environment to ensure opportunities for pupils to develop independently • Review the impact on curriculum variety and collect evidence. |
| <p>Ensure that assessment and tracking opportunities are planned and that systems across the school are further developed to ensure student progress Ensure consistent tracking</p> | <ul style="list-style-type: none"> • Continue to develop an individual 'Learning Journey' profile for every child. A brief report + meeting with parents each term to discuss progress. • Using 'Spiky' and 'Clipsi' questions to ensure assessment opportunities for understanding in the upper school. | <p>Attendance – CLIPS Collaborative Work</p> |

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| of student attendance and punctuality within specific groups | <ul style="list-style-type: none"> • Self-assess weekly on SeeSaw. Track student responses and use to plan classroom environments. • Using Blooms taxonomy questions to elevate teacher questioning. Using when marking, presenting, and assessing work. • Conduct regular progress meetings termly to review data and book scrutiny • Ensure consistent attendance and punctuality is good among pupils by co-producing materials to raise awareness among parents and pupils about the importance of attendance and punctuality. • Data Analysis in Partnership - Collecting and analyzing data on the achievement, attendance, and well-being of disadvantaged groups across schools. • Upper school Challenges - Developing the voice of the pupils. Opportunities for pupils to choose how to respond and document work. | |
| December Milestones <ul style="list-style-type: none"> • CLIP has prioritised activities on attendance and punctuality • CLIP schools to create a video clip for social media that promotes the importance of attendance by the end of summer. • Mynydd Bychan staff member to coordinate within the CLIP - individual names needed by the next meeting. • Progress meetings have been held by staff and target activities recorded • I staff member has started on the lower school baseline | March Milestones <ul style="list-style-type: none"> • Use 'Spiky' and 'Clipsi' questions in the upper school to assess understanding. • Weekly self-assessment on SeeSaw; start tracking student responses. • Ensure consistent attendance and punctuality through the initial co-creation of awareness materials with parents and students. • Use the Bloom taxonomy questions more systematically when marking, presenting and assessing work. • Hold a progress meeting with staff to review data and books. • Analyse data collaboratively: gather data on attainment, attendance and wellbeing of disadvantaged groups. • Hold a second meeting with parents (termly) to discuss progress. • Continue to develop students' voice through Upper School Challenges (opportunities to choose the response method). | July Milestones <ul style="list-style-type: none"> • Review the 'Learning Journey' profile for each child and collect final evidence. • Hold a final meeting with parents to review progress. • Analyse final data on attainment, attendance and wellbeing; share findings. • Strengthen the use of Blooms and Spiky/Clipsi questions as standard practice. • Review the impact of attendance strategies and set priorities for the next year. • Robust assessment systems will be in place across the school. • Strong procedures will be in place to ensure the development of pupil skills and to ensure progress. • The attendance percentage of groups of pupils will improve. |