

School Development Plan: Published Summary

School self-evaluation: summary

Strengths:

- Pupils enjoy their lessons and demonstrate a positive attitudes to learning.
- Pupils report that they feel safe and happy at the school and staff know pupils very well.
- Behaviour at the school is excellent. There are very few incidents of poor behaviour and no recorded incidents of bullying or exclusions.
- The school has a caring and inclusive ethos.
- Transition arrangements are strong
- Quality of teaching is good. Teachers have high expectations and questioning is well- developed.
- There is very good provision for all pupils with Additional Learning Needs.
- The school works successfully with a wide variety of outside agencies to support every child and their families.
- Teachers make effective use of AFL strategies to move pupils learning forward.
- Our assessment strategies are developing and our tracker is being used consistently to record pupil attainment.
- Guided Group Reading strategies are used consistently and this has had a positive impact on reading standards.
- Governors have a good awareness of the school's work and support the school effectively.
- Pupil progress reports provide parents with a good understanding of their child's ability and progress.
- Our bespoke curriculum meets the needs of the children in Coed—Y-Lan whilst addressing the statutory elements of C4W
- The CPA approach to maths is developing well and pupils are beginning to access manipulatives more independently.
- AOLE leads have received CSC/ IP/ SLT support and are developing confidence in leading
- Attendance is very good- 93.5% almost achieving our 94% target,
- There are a wide range of opportunities for pupils to contribute to school life though different pupil voice groups e.g. Criw Cymraeg, Healthy Schools committee, Rights respecting School committee, Digital Leaders and Eco committee.
- Classrooms are engaging and attractive, well organised learning environments.
- School is a developing a strong focus on engaging in effective professional learning to build capacity in our team and support all staff to improve their practice.

Areas for development:

Oracy & Collaboration

- To raise standards in oracy through the introduction of Oracy 21 and Kagan collaborative learning approaches

Maths and numeracy

- To further develop the concrete, pictorial, abstract approach to teaching mathematics to ensure pupils develop a secure understanding of mathematical concepts

Assessment and pupil progress

- Continue to develop and refine our approach to improving the assessment and tracking of pupils' skills.

Attendance

- Close the attendance gap EFSM/NEFSM from 85% to 90%

Whole School Approach to Mental Health and Emotional Wellbeing

- Participate in a Cluster project to implement the CTM Whole School Approach to Mental Health and Emotional Wellbeing

SCHOOL DEVELOPMENT PLAN EVALUATION 2024/2025

Priority	Evaluation of progress
Priority 1 Teaching and learning: To develop high quality teaching through questioning, effective differentiation, and challenge for all.	Nearly all lessons observed good or better and the pace of lessons improved. AFL strategies are observed in all lessons and are effective in moving learning forward. Teachers use questioning effectively but following a trial, do not plan questions in advance due to workload. The challenge for all policy has been reviewed and shared. All lessons have three levels of challenge and book scrutiny and lessons observations confirm good level of challenge in most lessons.
Priority 2 Curriculum: Continue to develop our approach to curriculum design in order to plan effectively for the progressive development of skills.	Curriculum design is an ongoing process and continues to be a focus of staff meetings. During these collaborative meetings, different groups of staff meet to discuss the intended outcomes and the topics. (Sometimes whole staff, sometimes teachers, sometimes progression step staff) All teachers use CSC AOLE Skills maps to ensure progressions. All AOLES are planned for over the three year cycle.
Priority 3 Assessment and Progression: to develop a comprehensive approach to assessment which combines formative and	Assessment processes developing well and continue to be refined and improved. SIMS and an in-house assessment tracker are used to record summative assessments and hot and cold tasks. As SIMS has moved over to BROMCOM we will investigate how we can use the new system to record assessments. Pupil progress reports cluster pilot was successful. Most parents preferred the new approach and felt they provided a good understanding of their child's progress.

<p>summative processes with effective pedagogy.</p>	
<p>Priority 4 Leading and Improving: Further develop the senior leadership team and the role of AoLE leads.</p>	<p>The leadership structure of the school has stabilised with all members of the SLT now substantive members of staff.</p> <p>AOLE leads are more confident in their roles, however further training and support is planned for 2025 –26.</p> <p>Performance management processes and MER cycle are well established and are conducted robustly.</p>

SCHOOL DEVELOPMENT PLAN PRIORITIES 2025/2026

Priority	Key Actions	Support
Priority 1 Teaching and Learning 1 (IA1) To raise standards in oracy through the introduction of Oracy 21 and Kagan collaborative learning approaches	<ul style="list-style-type: none"> Professional learning - Kagan collaborative learning structures cluster training 1.9.24, 24.10.25 Professional learning Oracy Voice 21 strategies and talk tactics. Assessment of oracy PL. Baseline assess pupils' oracy skills Trial approaches in class Share good practice Evaluate impact of oracy and collaboration strategies on standards. 	
Priority 2 Teaching and Learning 2 (IA1) To further develop the concrete, pictorial, abstract approach to teaching mathematics	<ul style="list-style-type: none"> Professional learning- CPA approach. Use of manipulatives. School-to-school working Fern fed to share good practice Evaluate impact of CPA strategies on standards through MER activities 	CSC maths advisory teacher.
Priority 3 Teaching and Learning 3 (IA1) Assessment and Progression: Continue to develop and refine our approach to improving the assessment and tracking of pupils' skills.	<ul style="list-style-type: none"> Investigate moving assessment trackers on RCT's new MISS system Continue to embed new approach to pupil progress reports. Trail YBT assessment tracking system 	Bromcom/ MISS support
Priority 4 Well-being, care, support and guidance (IA 2) Implement the CTM 'Whole School Approach to Emotional and Mental Wellbeing' to support the wellbeing of all staff and pupils	<ul style="list-style-type: none"> Participate in Cluster project to implement the WSAEAMW Audit staff and pupil well-being Create WSA action plan 	RCT Educational Psychology team- Evan Osborn leading cluster project

	<ul style="list-style-type: none"> Implement WSA action plan 	
Priority 5 Leading and Improving (IA3) Through targeted professional learning, we will build leadership capacity within our senior leadership and curriculum teams to continue to develop our curriculum and drive sustained whole-school improvement.	<ul style="list-style-type: none"> DHT aspiring leaders programme. All teaching staff attend AOLE CSC network meetings, to form connections with colleagues. Performance Management systems are robust. 	School Improvement Officer