



School Development Plan: Summary

School Self-Evaluation: An Overview

Strengths:

- Cluster work – collaborating on pedagogy, curriculum and wellbeing
- Continuum for planning, assessment and reporting in Literacy, Numeracy, Expressive Arts and Science & Technology
- The Work of our Family, Pastoral Officer
- Work of the ELSA Officer
- Robust Safeguarding Procedures
- Trialling of Wellbeing Strategies
- Support of the intervention officers and the timetable
- Delivering strategies and support for individuals or groups of children
- Analysis of internal data for organising interventions
- Using national test data to provide interventions
- Termly progress meetings
- High quality superior equipment
- A variety of opportunities are offered
- Working with CSC officers and local schools on agreed plans

Areas for development:

- Continue with Mindfulness work
- Continue to provide information and updates to staff on ALN procedures
- Develop a Continuum for the Health and Wellbeing, Humanities and Science and Technology Areas of Learning and Experience
- Further develop writing skills
- Refine marking, assessment and reporting strategies

EVALUATION OF THE SCHOOL DEVELOPMENT PLAN 2023/24

Priority	Evaluation of progress
<p><u>Curriculum for Wales</u></p> <p>Complete cluster continuum of Science & Technology, Health & Wellbeing and Humanities AoLEs</p> <p>Assessment and Assessment for Learning – Procedures and Follow-up</p> <p>Information for parents</p> <p>Continue to refine the curriculum</p>	<ul style="list-style-type: none"> Cluster Assessment / Moderation Day Literacy and Numeracy to look at standards across the cluster at PS3 and to refine continuum if required Impact: Consistency across the cluster, ensure same expectation for PS3, clear vision of Literacy / Numeracy leaders of what is happening across the cluster, share best practice Way Forward: Continue to implement these days each year, adding another AoLE each year, begin to include pupils in the Process, explore days for Primary Schools to moderate PS1&2 Expressive Arts and Maths&Numeracy morning coffee sessions held for parents to collect and collate Local information and expertise to feed in to our School curriculum Impact: Opportunity for stakeholders to contribute to the school curriculum. Way Forward: Incorporate the ideas into the curriculum and ensure parents have further opportunities to contribute to the school's themes and curriculum Continue to co-operate effectively as a cluster while developing and refining our cluster continuums Impact: Consistency across the cluster Way Forward: Continue to work closely together to ensure consistency in experiences by the time pupils reach Year 7 Cluster continuum Science & Tech completed and ready to be adopted Sept 24. Impact: working document across the cluster. Way forward: complete continuum for Health & Wellbeing and Humanities Parents received a variety of opportunities throughout the year to be a part of their children's learning journey: Parents' evenings, Meet the Teacher evening, literacy / numeracy cafes, celebrating success and seeing work / books, learning log as well as reports Impact: Parents grateful for opportunities to follow their children's learning and progress throughout the year. Way Forward: Continue to provide parents with opportunities to be a part of their child's learning during their time at Bro Ogwr
<p><u>Wellbeing</u></p> <p>Introduce the Cluster's Policy and Scheme of Work for Relationships and Sexuality Education</p> <p>New Healthy Schools Award</p> <p>Do Be Mindful</p> <p>Continue to embed Children's Rights work</p>	<p>Transition-'Train the Trainer'</p> <ul style="list-style-type: none"> Cwm Taf Gold Standard shared with Cluster individuals responsible for home School transition. Impact: Opportunity to share best practice and procedures. Way Forward: Termly meetings to review and refine current / new procedures and activities. Welcome booklet created to welcome pupils to Bro Ogwr from other Schools Impact: informative booklet to transfer relevant information to pupil and parent so Family feel welcome and part of the School Community from the start. Work with the School councils to create a video to welcome new starters Impact:Pupil voice <p><u>Do Be Mindful</u></p> <ul style="list-style-type: none"> Nearly all staff completed online training Impact: Information and confidence in order to deliver and create mindfulness environments for pupils Way Forward: Monitor mindfulness sessions along side pupil voice. <p><u>Healthy Schools:</u></p> <ul style="list-style-type: none"> Staff completed questionnaire. Impact: Contribute to the Development plan and collect evidence Way Forward; Questionnaires to parents, pupils and

	<p>Governors</p> <p><u>Children's Rights:</u></p> <ul style="list-style-type: none"> Reference to Children's Rights while on social media. Impact: further raise Community awareness and consistency across all ages
<p>ALN</p> <p>Provision Mapping</p> <p>Continue with preparations for the ALN Bill</p> <p>Support</p> <p>Update LA ALN Policy</p>	<ul style="list-style-type: none"> ALN staff team area set up. Impact: staff are able to find necessary information easily, able to find strategies in order to support pupils One Page Profiles on new format integrated Impact – new profiles are more informative and relative, more informative in order to be evidential if any referrals are required SenCo Surgery Impact – any concerns discussed in a timely manner, quickly agreeing on action and way forward Interventions Staff – timetable of tests and interventions for the year Impact: strong intervention across the School which meets pupils' needs - individuals or groups.
<p>Literacy / Numeracy / Digital Competence</p> <ul style="list-style-type: none"> Learning Walks and Questioning Children <p><u>Language and Literacy</u></p> <p>Extended writing</p> <p>Continue with oral activities, drilling patterns and the impact of speech on writing.</p> <p>Develop use of the ReadCo resource.</p> <p>Mathematics and Numeracy</p> <p>Use and deeper understanding of skills and information. Challenge and Question. Monitor and work with CSC</p> <p>Training/Use of manipulatives/mathematics areas.</p> <p>Create Mathematics Progress Maps with CSC</p> <p>Digital Competence</p> <p>Digi 360°</p> <p>Upskill staff skills across the school</p> <p>Coding – Main focus of Training and Monitoring</p> <p>Continue with the Cluster Digital Literacy Curriculum</p>	<p>Literacy</p> <ul style="list-style-type: none"> Darllen Co. Impact – Discussions with teaching staff was positive that Darllen Co was effective in engaging pupil interest to read Welsh novels. Many staff used the website purposefully for a variety of tasks and not solely for comprehension Pie Corbett Training - Impact – Training was effective and strategies used effectively in classes. Differentiation weasily implemented with high quality language patterns – good tool to raise oracy, listening and writing skills. Nearly all pupils wrote extended writing pieces with more perseverance Book Scrutiny - Impact – Monitored variety of books from various groups of pupilswith improvement partner. Regular book scrutiny has had a positive impact on raising standards – there was clear evidence of appropriate tasks, differentiation, opportunities to react to feedback and progressions between year groups. Listening to Readers -Yrs.1/2/3 a 4 - Impact – Most pupils confident while reading and discussing the books / word definitions / idioms but too early to measure impact in more depth Oracy Drill Patterns – CSC Officer Training – Impact – Staff fed back the training was effective in order to improve and vary ways of introducing and practicing language patterns with some more confident with the delivery. However, some staff find it difficult to timetable the sessions and not always able to follow the set order of patterns as others may come to the fore front, depending on class work <p>Numeracy</p> <ul style="list-style-type: none"> Working with CSC Numeracy Officer to map Mathematical and Numeracy skills across the school. This will be presented and implemented Sept 24. Impact – A clear idea of skills order to ensure all areas covered and progression across the progress steps Develop Maths areas across the school with a range of manipulatives. Staff received training on a range of different manipulatives for all ages. Impact – Book scrutiny showed an improvement in pupils' work and use of manipulatives. Nearly all pupils stated that they were used to using them and they were accessible within the classes. Continue to operate carousel system. Teacher discretion depending on the skill that is being taught and where it would be most effective in pupils' learning Impact –

Develop procedures and further information on Online safety

opportunities to tailor sessions for individual needs and be flexible in teaching styles. Nearly all pupils agreed that this had been welcomed, they understood the system and appreciated more opportunities to work independently. Pupils are able to be more creative, experiment, take risks and to be flexible while tackling mathematical problems. An opportunity for pupils to apply their skills in context and be able to see importance of Maths and being numerate.

- **Challenge and Questioning – develop in order to assess learning.** Book scrutiny with CSC Officer highlighted this as an area to further develop. Training for staff and resource pack created to develop understanding and challenge within reasoning for years 4-6. **Impact** – to be evaluated next year but initially the pupils will develop each of the 5 Proficiencies, especially their conceptual understanding, fluency, reasoning and strategic competency while experimenting and venturing.

Digital Competency

- **Work Scrutiny.** Improvement Partner met and discussed work with pupils from year 3-6. Work and standards were praised along with the way pupils discussed their work. **Impact** – Improvement partner set benchmark and standard going forward.
- **CSC Support** CSC Officer meetings to discuss pupils' digital work and officer happy with cross section of skills and standards with pupils discussing their work well. Discussed procedures and targets for way forward. **Impact** - Secure benchmark agreed by CSC Officer. Evidence of pupils discussing their work and way forward from monitoring which will feed into the Digi 360 tool.
- Cluster completed continuum for Science & Technology. **Impact** – will monitor use from Sept 24 when presented and implemented.

SCHOOL DEVELOPMENT PLAN PRIORITIES 2024 /2025

Priority	Actions	Support
<p><u>Pedagogy</u></p> <p>Teaching and Learning Standards Continuum Assessment</p>	<p>Excellent Teaching & Learning</p> <ul style="list-style-type: none"> • Excellent Teaching Course • Excellent teaching and learning elements for staff to discuss: <ul style="list-style-type: none"> ❖ Commitment ❖ Enthusiasm ❖ Enterprising ❖ Independence ❖ Competency ❖ Share best practice • Lesson / session observations – observe each other and conduct professional conversations – start within own year groups and extend to whole school • Discuss elements of an excellent lesson • Discuss what makes an excellent practitioner <p>Standards</p> <ul style="list-style-type: none"> • Lesson observations with Improvement Partner • Discuss feedback from book scrutiny as a whole school with books / evidence from Reception to year 6 • Develop the use of marking slips in years 5 and 6 • Continue to note skills and coverage in assessment file year on year <p>Continuum</p> <ul style="list-style-type: none"> • Continue to include, develop and refine the use of the continuums in place • Cluster work to complete the two remaining AoLEs <p>Assessment</p> <ul style="list-style-type: none"> • Refine and evaluate new on entry in Nursery, and start to look at new on-entry for English in year 3 • Book scrutiny from Reception to year 6 and discuss progression across the school • Evaluate and monitor assessment guidelines and assessment for learning strategies 	
<p><u>Wellbeing and Inclusion</u></p> <p>Mindfulness ALN</p>	<p>Mindfulness</p> <p>Establish and integrate DoBeMindful programme principles in each class:</p> <ul style="list-style-type: none"> • Ensure regular use of the programme in each class – monitor wellbeing sessions • Ensure pupils are confident while discussing strategies and understanding the principles • Further promote relentless routines and positive behaviour <p>ALN and Inclusion</p> <ul style="list-style-type: none"> • Continue to embed the new systema across the school • Continue to refine school interventions systems 	

Frameworks

Literacy

Numeracy

Digital Competency

Literacy

Raise standards and further develop Reading strategies

- Monitor effective use of 'Darllen Co.'
- Use of questioning on 5 levels while listening to individuals read / during guided reading sessions:
 - ❖ Literal
 - ❖ Organising
 - ❖ Concluding
 - ❖ Evaluating
 - ❖ Appreciating
- Years 5 and 6 – carousel of guided reading activities – develop skills
- Develop culture of teacher reading to pupils for enjoyment e.g traditional Welsh tales / Aesop's fables
- Training Course from Collective Learning – 27 Jan.
- Developing reading course from CSC
- CSC Literacy Officer to deliver training on Tric a Chlic games
- CSC Literacy Officer to deliver training on guided reading

Oracy

- Continue with the language drilling patterns and strategies shared by CSC Officer
- Ensure pupils answer in full sentences at all times

Writing

- Ensure that high standards of extended writing continue through a series of relevant, planned and constructive lessons.
- Ensure a variety of creative writing pieces including use of factual texts
- Continue to use Pie Corbett strategy from year 1 to 6, twice a year.

Numeracy

Build upon and reinforce activities previously established

- Continue Questioning and Challenge – monitor more frequent use in books and through listening to learners

Focus generated from standardised Personalised assessments – improve shape and space

- Careful planning – react to data analysis from years 2 -6

Monitor use of Numeracy across the curriculum

Digital Competency

Upskill Leader – CSC courses

- Adopt ideas and implement
- Monitor use of ICT across the school
- Staff to work on monitoring findings

Digi 360 Safe Self Evaluation Document

Develop effective strategies to record and feedback to learners

- Leader to attend CSC training and disseminate to whole staff

	<p>Upskill staff</p> <ul style="list-style-type: none">• Share best practice / procedures• Hwb Digifest – staff to sign up and attend training	
--	---	--