



School Development Plan: Summary

School self-evaluation: An overview

Strengths:

- The school has a caring and inclusive ethos
- The learners are polite and show respect towards each other and towards adults
- The learners take pride in the school and are proud to be part of its community
- There is a wide range of opportunities for pupils to contribute towards school life through a variety of committees
- The learners have a good awareness of the rights of the United Nations (UNICEF Gold Award)
- Teachers engage the learners by using a creative and innovative approach to planning the curriculum
- The learning experiences enable the learners to develop their skills, knowledge and understanding cross-curricularly and in an integrated manner
- The staff have high expectations of every learner and use a wide range of resources imaginatively to challenge each group of learners
- There is a very strong professional relationship between the learners and the staff
- The learners make good progress across the school from their various starting points
- There is a clear vision in place which closely aligns with the principles of the Curriculum for Wales
- There is a culture of inquiry and development across the school with the staff regularly reflecting on their pedagogy
- The school has a strong focus on the professional development of staff
- Pupils' digital skills are well developed, and pupils use these skills effectively across all areas of their learning.
- Pupils enjoy their lessons and show positive attitudes towards learning.
- The pupils are happy at school.
- Classrooms are productive, active and engaging learning environments.
- The lessons are well planned and build upon pupils' knowledge, skills and understanding.
- The school works successfully with a wide variety of external agencies to support all children and their families.
- Transition arrangements are strong with the High School and there is close collaboration between the schools in the Glantaf cluster on the Curriculum for Wales.

- There is a clear link between the outcomes of the self-evaluation procedures and the improvement plans
- The governors have a good awareness of the school's work and they support the school effectively.

Areas for development:

- Strengthen the pupils' understanding of progress in order to raise the standards of writing across the school
- Provide more opportunities for pupils to make independent choices about how to learn

EVALUATION OF THE 2023/2024 SCHOOL DEVELOPMENT PLAN	
Priority	Evaluation of progress
Use pedagogy effectively to deepen and improve learning and teaching	Learners' recall skills have improved through daily/weekly reviews. Teachers developed their research and inquiry skills further through conducting a pedagogical inquiry on 'Daily Review'. The strategies used have had a positive effect on teaching and learning especially children's skills in recalling previous learning.
Further develop, implement and monitor pupils' progress through effective tracking systems	Teachers have received training on the new 'Tracker' tracking system. Teachers enter data into the system containing information about attitudes to learning and progress over a period of time. The system is an effective tool during progress discussions between teachers.
Further develop a community of readers and a culture of reading across the school in order to foster and maintain lifelong readers who have access to and understanding of a variety of texts	Teachers have received training on Rethinking Reading. Reading strategies - shared reading, accountable independent reading, vocabulary grid are constantly used in the classes. Questionnaire for Yr 4,5 and 6 learners (before and after) showing progress in the types of different reading that takes place and in the learners' enjoyment of reading

	<p>Learning Walk observed the strategies being used in the classroom. Learners were familiar with the strategies.</p> <p>Reading standards have improved across the school. Personalised Assessments show progress in reading (Personalised Assessments 2024)</p>
<p>To deepen the understanding of our recognising and celebrating the diverse cultures of our area, Wales and the wider world.</p>	<ul style="list-style-type: none"> • Cynefin Project - Successful in our application for a 'Cynefin' grant from the Arts Council. £2000. to the school for inviting visitors to work with the pupils. Creative Practitioner 'Teifi Emerald' was appointed to lead the project in Year 5. Several visitors were invited to the school to hold workshops and a rap 'Dere Gyda Fi' was composed. A podcast was recorded for the whole school as a celebration and played on Radio'r Wern and then uploaded to the online platform SoundCloud. A cover was designed for the song by 'Dere Gyda Fi' led by artist Steff Dafydd. • Resources/stories were evaluated in our classes in order to ensure a wide variety to meet the requirements of the Curriculum for Wales. • An INSET session was held under the guidance of a Co-ordinator from the Consortium on the Religion, Values and Ethics Framework, Donna Graves and the Humanities leader Nicky Hagendyk for the staff in order to promote a deeper understanding of the requirements of a Curriculum for Wales. • The 'Halo Code' has been accepted by the school's governors. Shared with the staff & displayed in the corridors; a copy of the code in the school handbook.

PRIORITIES OF THE 2024 SCHOOL DEVELOPMENT PLAN /2025		
Priority	Actions	Support
1. Develop a whole school understanding of independent learning	<p>Staff to complete a questionnaire. 'What does independent learning look like ?'</p> <p>Suitable resources ordered to ensure that the learners can use strategies for developing as an independent learner.</p> <p>Professional development on effective outdoor learning environment.</p> <p>Teachers professionally develop when working as trios across each progression step. Inquiry question - 'How can pupils' independence and effectiveness be developed?'</p> <p>Members of SLT, the school Senedd and governors conduct <i>evaluation during a learning journey with the focus on the independent learner.</i></p>	<p>A resource from the Consortium - Develop personal effectiveness</p> <p>Consortium - Richard Thomas and Ruth Best</p>
December Milestones <ul style="list-style-type: none"> Staff have completed a questionnaire (Google survey) <p>'How does independent learning look to you on the classroom floor?'</p> <ul style="list-style-type: none"> Outdoor Learning Leader has worked with Progression Steps 1 and 2 on developing curiosity and independence in the outdoors. Resources ordered to encourage independent learning Inquiry and interpretation skills developed in the Learning and Experience 	March Milestones <ul style="list-style-type: none"> Teachers have begun working in trios across the progress steps carrying out active inquiry on independent learning 'How could our learners' independence and effectiveness be further developed? Staff have reported back on their inquiries discussing which strategies, resources and 	July Milestones <ul style="list-style-type: none"> Whole school agreement in place on 'Independent Learning' in the school and the way forward. Learners have developed personal effectiveness in a range of disciplines and Areas of Learning and Experience

<p>Areas which will lead to independent learning.</p> <ul style="list-style-type: none"> • A whole school INSET day held on independent learning 	<p>activities were successful and promoted the independent learner</p> <ul style="list-style-type: none"> • A learning journey held including the Senedd and governors with the focus on the independent learner 	
<p>2. Develop a whole school approach to wellbeing in order to ensure full access to the curriculum for all learners.</p>	<p><u>Actions</u></p> <p>Meet with Cardiff Healthy Schools to create a Whole School Approach plan towards Emotional and Mental Wellbeing.</p> <p>The Health and Wellbeing Leader meeting regularly with the cluster leaders.</p>	<p><u>Support</u></p> <p>County Specialist Teacher Teams</p> <p>Cardiff Healthy Schools</p>
<p>December Milestones</p> <ul style="list-style-type: none"> • Cluster INSET September 25th: Supporting ALN • Cluster collaborates with the leaders of the Health and Wellbeing Learning and Experience Area to further develop the curriculum. • Graded Response Provision cluster document at work in the school. • School staff have completed a questionnaire for the 	<p>March Milestones</p> <ul style="list-style-type: none"> • Circle Time restructured on Monday morning: Wellbeing Monday. Weekly discussion topic across the school every Monday morning. Thursday Rights Day - discussion topic/activity related to Children's Rights. • Parents have completed a questionnaire contributing to the Whole School Approach towards Emotional and Mental Wellbeing. 	<p>July Milestones</p> <ul style="list-style-type: none"> • A Whole School Approach to Emotional and Mental Wellbeing in action. • Inclusion Coffee Morning -the County's specialist teacher teams have held workshops for parents.

creation of a Whole School Approach plan towards Emotional and Mental Wellbeing.	<ul style="list-style-type: none"> A Co-Learning Agreement and a Co-Playing Agreement created by teachers and the school's Senedd. 	
3.Reflecting on our practice and learning environment through the lens of diversity, anti-racism and 'cynefin' ensuring breadth in our curriculum.	<u>Actions</u> <ul style="list-style-type: none"> Anti-Racism Policy reviewed. School Senedd to collaborate with another primary school in the cluster to develop their understanding and strategies against racism in the school. 'Diversity' weaves naturally across the Areas of Learning and Experience. 	<u>Support</u> <ul style="list-style-type: none"> DARPL Show Racism the Red Card
December Milestones <ul style="list-style-type: none"> Area of Learning and Experience Leaders have received training from DARPL- Enhanced Leaders Series. Staff have received 'Diversity through the Areas of Learning and Experience' training 'Show Racism the Red Card' signs displayed across the school Art supplies and multicultural books ordered for classes. Equity and diversity school governor appointed 	March Milestones <ul style="list-style-type: none"> Whole school training by 'Show Racism the Red Card' Leaders continue to receive training from DARPL Workshops held for Year 5 and 6 pupils by Showing Racism the Red Card Compete in the creative competition. Reporting back to the school's Governors about the development of 'Diversity' across the Areas of Learning and Experience. Eric Ngalle Charles has held workshops with Yr5 on Book Day. The school Senedd has collaborated with a school in the cluster to develop understanding and strategies against racism 	July Milestones <ul style="list-style-type: none"> Overview of 'Diversity' across the Areas of Learning completed with 'diversity' weaving naturally across each Area of Learning and Experience
4.Develop distributed leadership roles across the school	<u>Actions</u> <ul style="list-style-type: none"> The voice of all the school's stakeholders are considered in the evaluation and improvement processes 	<u>Support</u> <p>Provide opportunities for the staff for</p>

	<ul style="list-style-type: none"> Teachers take ownership and responsibility for the School Improvement Plan priorities. 	professional development
December Milestones <ul style="list-style-type: none"> The leader of the Forest School has collaborated with Reception teachers, Years 1, 2 and 3 to look at how to promote independent learning in the outside learning areas Teachers take ownership and responsibility for the priorities of the SDP. 	March Milestones <ul style="list-style-type: none"> Teachers have carried out research and inquiry on independence and have shared the findings of the work with the whole school. Further develop our mentoring system where experienced leaders can support and guide middle leadership. 	July Milestones <ul style="list-style-type: none"> Strong feedback from the staff in the evaluation processes, e.g. through learning triads (link to Priority 1) The school Senedd has joined learning walks
5.Ensure that children make good progress in writing compared to their starting point	Actions <ul style="list-style-type: none"> Give staff opportunities to trial, develop and implement strategies to develop writing Further develop the rigor and accuracy of the learners' writing 	<u>Support</u> Glantaf Cluster Talk for Writing Training Agency Consortium
December Milestones <ul style="list-style-type: none"> Staff have received training outlining some "Talk for Writing" strategies to trial and adopt in the classroom Consistency in the use of writing scaffolds in PS2 - symbols to guide, encourage and organize the writing Progression Step 3 uses a new self-assessment form 	March Milestones <ul style="list-style-type: none"> Progress discussions with learners with a focus on progress and writing experiences A member of the Languages, Literacy and Communication team has attended a course on encouraging writing and has shared ideas with whole school A member of the Languages, Literacy and Communication 	July Milestones <ul style="list-style-type: none"> Grammar activities have been introduced to all staff Whole school uses the grammar activities with the learners taking responsibility for their progress.

<p>for written work to compare and discuss progress</p> <ul style="list-style-type: none"> • Books scrutiny carried out focusing on progress in writing and moving the learning forward • A Learning walk observing Talk for Writing strategies used in the classroom • Collaboration with Glantaf cluster creating grammar activities for learners to practise independently 	<p>team has attended Gareth Coombes' course - Progression in LLC</p> <ul style="list-style-type: none"> • The Pattern of the Week is regularly shared with the whole school to develop oral/written linguistic accuracy • Grammar activities have been shared with Years 4,5 and 6 and learners are trialling the grammar activities to work on achieving targets 	
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