

SCHOOL DEVELOPMENT PLAN EVALUATION 2024/25

Priority	Evaluation of progress
<p>To develop learners' oracy skills.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> • A progressive framework is in place to ensure effective development of V21 skills across the year groups. • Staff continue to develop their skills and confidence in developing learners' oracy skills. • Most learners confidently use tier three vocabulary when explaining their learning with improved fluency. • Most learners can speak clearly, recognising the appropriate language for different audiences and purposes, varying expression, vocabulary, tone, and gestures to engage the audience. 	<p>Summative progress report</p> <p>A progressive framework has been put in place to ensure sound development of oracy skills across the school. Sentence starters and oracy roles have been shared with staff and displayed in classes and have ensured a shared understanding of expectations. Teachers are clear of the expectations of each year group. Drop in sessions for staff to develop oracy strategies to improve learners' skills have proven effective in developing staff knowledge and understanding further. Planning look demonstrated that all staff are planning for oracy activities and are using the progressive sentence stems to support all their learners effectively, and this has impacted positively. Learning walk showed that most teachers used sentence stems effectively to support learner explanations/thinking in their lessons - using subject linked vocabulary and where there was very good practice, teachers modelled the use of three tier vocabulary that resulted in learners being very articulate in their own explanations/thinking. Staff planning was viewed as good practice by external Literacy lead of CSC.</p> <p>A book look showed most learners are using a good level of vocabulary and language in written work. Discussions with staff and listening to learners demonstrate that learners are improving their use of three tier vocabulary. They are using the sentence stems in discussions with more confidence.</p> <p>Learning walk demonstrated that the use of progressive sentence stems by learners has been effective in developing the quality of their explanations/thinking/reasoning. In all classes observed the learners used the sentence stems appropriately to their age/stage, progression was evident. Year 6 learners showed extremely high levels of oracy skills. For example:</p> <p>Nearly all learners confidently expressed themselves in front of their peers, giving their opinions and providing in depth reasons and in some instances evidence to support their thoughts and ideas.</p> <p>Nearly all learners drew on prior learning from other areas of the curriculum to support their ideas and opinions persuasively.</p> <p>Listening skills in all learners was of an extremely high standard.</p> <p>Most learners used technical vocabulary accurately and effectively to convey their opinions and ideas.</p> <p>Nearly all learners used expression, tone, and gestures to effectively engage in the class debate.</p> <p>Next steps: Continue to embed the good practice.</p>
<p>To develop and improve the learning and teaching of Welsh oracy skills.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> • Staff knowledge and confidence will improve. • Staff will provide opportunities for learners to practise and extend their oracy skills. 	<p>Nearly all staff have greater confidence in speaking Welsh with each other and with pupils. Where this is effective, learners engage with greater enthusiasm and are quicker in retaining and extending language patterns.</p> <p>Most staff, are becoming more confident in using the Welsh language and are becoming more effective in building on each lesson which has begun to develop the standards in language of many learners.</p> <p>Listening to learners showed that staff recognise their strengths and are aware of their own personal development needs in order to improve the daily Welsh sessions. A learning walk has demonstrated that all staff observed have a clearer understanding of the purpose of the games (i.e. for drilling vocabulary/developing sentence structure, etc). All staff observed, had improved the structure of sessions, and included a wider range of activities.</p> <p>Listening to learners and discussions with staff demonstrate that staff provide more opportunities for pupils to practise their language skills in Welsh sessions, in using incidental Welsh throughout the day and are beginning to use Welsh in other areas of</p>

<ul style="list-style-type: none"> Learners' knowledge and confidence will improve in speaking and responding to Welsh. Most learners will make the expected progress in their Welsh oracy. 	<p>learning. This has also provided opportunities for learners to transfer their language patterns to real life contexts.</p> <p>Staff have continued to embed Helpwr Heddiw sessions in most classes, providing learners with the opportunity to practise and extend their sentence patterns.</p> <p>In nearly all classes Helpwr Heddiw sessions are happening and is beginning to have a positive impact on many learner's knowledge and confidence has improved in speaking and responding to Welsh. All the learners spoke positively and showed enthusiasm about their sessions and their roles.</p> <p>Aspects of progression are evident in the sentence patterns and connectives focussed on this year. Listening to learners demonstrated that many learners make expected progress in their Welsh oracy.</p> <p>The number of learners who felt confident when speaking in front of the class has increased by 20% to 92% since baseline.</p> <p>The number of learners who participate regularly in class discussions has increased by 45% since baseline to 58% saying most of the time, and 100% saying sometimes or more.</p> <p>92% of learners reported being quite confident or more, in sharing their ideas in a group discussion, which is a 30% increase since baseline.</p> <p>There has been a 23% increase since baseline of learners being comfortable in asking questions in class. 100% felt comfortable or better, with 85% quite comfortable or more.</p> <p>At baseline, 39% of learners said their teacher gave them feedback in oracy, however this has increased to 77% saying often or more.</p> <p>Next Steps</p> <p>Further develop a clear understanding of the purpose of the games for all teachers.</p> <p>Further develop the structure of the sessions further and include a wider range of activities in all classes.</p> <p>80% of learners will participate regularly in class discussions.</p> <p>Welsh Lead Continue to plan for the remainder of the year.</p>
<p>To develop the effectiveness of learners.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> All staff will use the seven-step model to increase learner independence. Most learners have the ability to regulate their own learning through accurately identifying their own 'learning zone' resulting in learners being aware of their next steps. Most learners will plan, monitor, and evaluate their learning to develop high levels of competence in interpersonal, social, and organisational skills. 	<p>All staff use the seven-step model (Our Learning Journey) to structure lessons and support independence. Where this is used effectively, the journey has been adapted to support the learners' individual needs at the correct level.</p> <p>Through a planning look, it is clear to see that staff are confident in planning using this model and can effectively build on each lesson which has developed the independence of many of their learners.</p> <p>All plans include the learning journey, which provides learners with the opportunity to gradually take responsibility for their learning. This is appropriate for the stage of each learner.</p> <p>Most teachers provide the opportunity for learners to reflect on their learning as part of the learning journey.</p> <p>Half of plans show evidence of pupil wonderings being acknowledged and addressed which develops the learner's confidence to ask questions and find answers. This has also provided opportunities for learners to transfer their learning to real life contexts.</p> <p>All learners are able to recall the zones of learning. All learners are aware of the three zones of learning and can explain how they would recognise what zone they were in based on how they felt. Many accurately and independently identify which zone of learning they are working within when completing a task. Through the use of carefully planned learning tasks and the zones of learning, a minority of learners are able to independently identify their next steps.</p> <p>Many learners can recall strategies that they use for different disciplines which support them to make links in their learning and work independently. A few learners can identify which strategies suit their learning style the best.</p>

<ul style="list-style-type: none"> Most learners will develop their intrinsic motivation to complete learning tasks independently, with confidence and greater efficacy. 	<p>A minority of learners are given opportunities to plan, monitor (meta-moment!) and review their learning to support them to become responsible for their learning and develop their independence.</p> <p>Most learners feel more engaged in their learning and their opinions are valued which will support the development of their intrinsic motivation.</p> <p>Next Steps Fully embed the seven-step model of teaching and learning to ensure most learners are independent, self-reflective and able to monitor their learning.</p>
<p>To develop the provision for MAT learners.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> More Able and Talented learners are provided with greater opportunities to extend, deepen, transfer, and make connections with their learning. All staff will ensure that the differentiation within their classes caters for the MAT All staff will have an improved knowledge and understanding of a range of strategies and resources to provide opportunities for MAT learners that challenge them consistently. More Able and Talented learners make more than expected progress in Mathematics and Numeracy and Literacy, Languages and Communication 	<p>All teachers use a working wall for Literacy and Maths in their classrooms to support pupils' knowledge and understanding of the skills they are working on. Strategies are shared with pupils and displayed on these working walls so that pupils can refer to them and make connections.</p> <p>Most teachers provide sizzles in maths books to extend and deepen learners' knowledge. Most teachers use effective questioning during lessons ensuring that learners are extending their thinking and transferring skills. Most teachers provide opportunities for purple polishing in Literacy for pupils to have the opportunity to improve and upskill their pieces of writing however, the MAT progress in terms of punctuation and grammar needs to be further developed to secure consistent progress from start to end of the year.</p> <p>Book look demonstrated that differentiation is evident within literacy and maths books across the school and in most cases is appropriate in terms of challenge. Nearly all abilities within classes are catered for through a range of adult led/independent activities and the use of scaffolds, resources etc.</p> <p>All teachers are flexible in their approach and change/amend activities to best support learners. Most teachers use the CPA approach effectively to support learner independence and achievement.</p> <p>All teachers are using a good level of vocabulary and language within their lessons setting high expectations for learners and giving them the ability to develop the quality of their explanations/thinking/reasoning.</p> <p>Nearly all more able and talented learners made more than expected progress in the in-house mathematics and reading tests.</p> <p>Most learners in the national test data made better than expected progress in all three national tests.</p> <p>Next Steps More able and talented learners further develop the rate of progress in their writing skills</p>
<p>To ensure that all learners have equal access to the curriculum, opportunities and resources, regardless of their socioeconomic background.</p> <ul style="list-style-type: none"> School has a good understanding of families and has identified learners who are affected by poverty. Barriers to learning are reduced (food, clothing, health care). School will provide resources and sign post support to help families manage financial challenges. All learners will have equal access to educational 	<p>Lead has good knowledge and understanding of the impact of poverty can have on learners and in understanding of the barrier's families in our school face. This led to the reliability of the school's self-evaluation on understanding poverty and the impact of it on education.</p> <p>Funding for all families to engage in mathematic workshops was undertaken and 2 of our vulnerable families engaged positively.</p> <p>"The cost of the school day project" was shared with parents to support all families with budgeting for the year's events and activities, this ensured that all learners, including our vulnerable learners, attended any residential trips, school trips and educational experiences. School supported those who found payment's difficult in various ways.</p> <p>All staff have been undertaken and modules 1, 2 and 4 and most have improved their knowledge and understanding of the impact of poverty on learners' educational experiences and identified strategies that they have employed in their practice to ensure all learners feel included and have access to all areas of the curriculum, including after school activities and pupil voice groups.</p>

opportunities and extra-curricular activities.

- Families are engaged in ways that support their involvement and remove barriers.
- Communication with families is effective.

School has catalogued a school recycled uniform that has been online, where parents can order the uniform to support financially.

School has successfully identified support required for three of its most vulnerable families and trust is beginning to impact on their willingness to become involved in school and see us as a place where they can access support.

Attendance – 13/19 vulnerable learners made progress gains of between 2.29% and 7.40% (Families already identified for further support next year). Which equates to 4 to 13 days.

8/19 learners are on or above school target of 92.5%

11/19 learners are on or above 90%

With 8 learners between 84% to 89%

With 3 learners below 80% (2 families)

Achievement – 12/15 vulnerable learners from year 1 to year 6 made gains of between 8+ progress in both Maths and reading. However, all 12 are either on, above or within 12mths of their CA.

The 3 who did not make progress, made limited gains and are severely below CA in both areas.

Data Analysis FSM

In-house Assessments				
8 month period	Maths		Reading	
	Progress	Age	Progress	Age
6	+16	Well above	/	Well above
6	+24	Well above	/	Well above
5	+2	-14	+12	+16
5	+19	+2	+18	+34
4	+21	-11	+12	+21
4	+12	-7	+12	+34
4	+9	-31	+12	-23
4	+9	-3	+15	-11
4	+20	+19	+9	+14
3	+5	-21	+3	-20
3	+19	+5	+18	+34
2	-13	-27	+1	-19
2	+14	-9	+9	-11

YR. GRP.	Reading		Maths - Procedural		Maths - Reasoning	
	SS	Progress Sc.	SS	Progress Sc.	SS	Progress Sc.
6	104	1007	111	1020	114	1017
6	103	1010	98	1004	109	1001
5	86	979	91	997	90	961
5	119	1001	100	1032	98	997
4	130+	1016	102	1010	105	1018
4	112	1018	99	997	101	1000
4	87	979	92	989	100	1001
4	87	975	92	986	87	976
4	107	1016	118	1037	116	1034
3	71	950	97	995	89	980
3	123	1035	117	1026	130	1044
2	83	970	75	956		
2	97	993	97	996		

Data Analysis Vulnerable

8 month period	Maths		Reading	
	Progress	Age	Progress	Age
6	+22	+2	+12	+4
6	+15	+5	/	Well Above
5	+10	+10	+9	+39
5	+16	-7	+15	+37
4	+15	+15	+3	+48
3	+6	+4	+15	+39
3	+4	-16	+6	+3
2	+27	+9	+3	-3
2	+18	-5	+6	-13
2	-1	-23	+3	-15
R	NS - 4.09	-7	+10	-2

YR. GRP.	Reading		Maths - Procedural		Maths - Reasoning	
	SS	Progress Sc.	SS	Progress Sc.	SS	Progress Sc.
6	115	1023	103	1005	92	90
6	115	1030	106	1016	104	1015
5	102	1003	105	1008	110	1018
5	96	996	100	1004	98	1001
4	111	1016	126	1041	109	1014
3	113	1021	115	1024	110	1015
3	111	1020	85	997	95	993
2	79	996	79	967		
2	69	950	79	967		
2	98	994	Abs.	Abs.		

SCHOOL DEVELOPMENT PLAN PRIORITIES 2025/26		
Priority	Key Actions	Support
To further develop and improve the learning and teaching of Welsh oracy skills.		
December Milestones		July Milestones
Priority	Key Actions	Support
Provide effective leadership during a period of significant change, to ensure high standards are maintained.		
December Milestones	March Milestones	July Milestones
Priority	Key Actions	Support
To improve the teaching and learning of digital skills		
December Milestones	March Milestones	July Milestones
Priority	Key Actions	Support
To improve the teaching and learning of the basic skills in pupil's writing.		
December Milestones	March Milestones	July Milestones

Priority	Key Actions	Support
December Milestones	March Milestones	July Milestones