

School Development Plan

Published Summary

Llwydcoed Primary School



School self-evaluation: summary

Strengths:

Learning:

- Across the school, most pupils make strong progress from their individual starting points. They use their knowledge understanding and skills in their work across the curriculum very effectively.

Language Literacy and Communication

- Pupils' oracy skills are strong. Nearly all pupils listen carefully and pay close attention to what their peers and adults have to say. They ask thoughtful questions that extend their ideas and make effective contributions that take other pupils' views into account. Pupils express themselves clearly from an early age. They talk enthusiastically and with understanding about their work. By Year 6, most pupils are articulate and mature speakers. They moderate their tone, expression and language depending on the audience. They develop conversations well.
- Younger pupils develop good phonic knowledge and use this well to help them to read. Nearly all pupils develop effective reading skills and, by the end of Year 3, they read a range of suitable texts accurately and fluently. Many older pupils become confident, fluent and expressive readers.
- Pupils have a good grasp of a wide range of genres and use their literacy skills successfully to understand the meaning of increasingly challenging vocabulary. They think maturely about what they have read and make thoughtful inferences and deductions.
- Pupils' development as writers is strong. Most write successfully to communicate in literacy lessons and across the curriculum. Nearly all pupils take great care to present their written work neatly, with pride, and in a consistent format. Many of the youngest pupils develop their early writing skills effectively through playing well designed activities to practise their gross motor skills and by mark making in a variety of mediums. As they progress through the school, pupils plan their writing effectively.
- Older pupils grasp a clear understanding of different genres and write for a variety of purposes, for example to discuss or persuade. They apply their writing skills across the curriculum highly successfully.
- Most pupils develop their Welsh language skills well. Younger pupils sing songs in Welsh enthusiastically and understand and respond to teachers' instructions appropriately. Many pupils respond confidently in Welsh when asked questions. There has been a focus on improving Welsh and the Silver Award was achieved in July 2023. Attitudes to Welsh are good and we have confident learners and staff.

Mathematical Development:

- There have been improving standards in Reasoning and Problem Solving throughout the school through the use of consistently taught strategies throughout the school as well as independent problem-solving Missions.
- Numeracy across the curriculum has been enhanced with Numeracy focus weeks and termly rich tasks.
- Across the school, most pupils develop a strong understanding of the different areas of mathematics. In all year groups, pupils use their mathematical skills competently and confidently in lessons.

Skills:

- Most pupils build a good range of creative skills as they move through the school, and they use them in a range of activities across the curriculum during independent activities and when learning outdoors.

- Pupils use digital equipment confidently and develop their digital skills appropriately as they move through the school. From a young age, they use their digital skills constructively in a range of learning experiences.
- Most pupils' physical skills are developing well.
- Nearly all children work well together in groups and pairs and solve problems together.
- Skills applied across the curriculum are clearly identified and build on children's prior learning.
- Through the introduction of Skills Seekers and Learning Style Detectives children have a better understanding of the integral skills linked to the new curriculum and can discuss how and when they use these during the lesson. They also have a better understanding of how they learn best and the different learning styles. Pupils are also clear that they need to use different learning styles depending on tasks. Teachers have focused on using different 'Smarts' in teaching activities.

Wellbeing and attitudes to Learning:

- Most pupils feel safe and happy at school. They enjoy coming to school and are eager to learn.
- Nearly all pupils greet visitors in a friendly manner and are proud of their school. They show high levels of support and care for one another, and their behaviour during lessons, at breaktimes and around the school is exemplary.
- Most pupils understand the importance of physical exercise and take part in activities in the classroom, during break times and in after-school clubs, such as football, netball, athletics, sewing, music, gardening and coding.
- Pupils participate fully in health and well-being sessions that help them to understand and manage their emotions.
- Pupils understand how to keep themselves safe online and know that they should talk to a trusted adult if issues arise.
- Pupils benefit from being part of a wide variety of leadership groups and this helps to develop their confidence and leadership skills.
- Younger pupils show good levels of independence and enjoy contributing to their learning. They plan 'Amser Enfys' alongside staff for all areas across the curriculum.
- Older pupils enjoy working independently on specific assignments, for example six tasks (missions) linked to their topic work to be completed over a few weeks. Most pupils approach these tasks eagerly and are keen to succeed.
- When given opportunities, many pupils work productively without teacher direction.
- Most pupils show resilience and perseverance.
- Previous initiatives such as Playground Leaders and the Healthy Tuck Shop and Snack initiative have made most pupils far more health conscious.
- We achieved our Eco Schools Green Flag level 3 in Summer 2023. We also achieved our Healthy Schools Phase 6 award in July 2022.
- Digital Leaders are well established as well as Criw Cymraeg. We received the Cymraeg Campus Silver award in July 2023.
- Our Rights Respecting Rangers achieved the Silver Award in July 2021.
- Most pupils receiving ELSA support make good progress.
- The School Council carries out its duties with enthusiasm and is involved in spending decisions, improving attendance, organising fundraising events and linking with the local MP and councillor during their Senedd visit.
- Most have very good knowledge and understanding of their community and the wider world through strong links with the community at Harvest, Christmas and Easter times, and through visits to the local church. Most enjoy and welcome working with these organisations.
- Community Links have been further developed this year with online lessons, in school lessons and competitions provided by our local Art Club and a large grant has been secured by our Community Governor.

- A link has been made with CPAG and a very comprehensive report was produced on the school which was very complementary regarding our approach to reducing the cost of the school day. Our recent ESTYN inspection saw this as excellent practise and the school produced a case study on this.

Teaching and Learning:

- The school has responded innovatively to the Curriculum for Wales. The choices that leaders and staff make align with their vision to support pupils to make progress in their knowledge, skills and understanding. Through a whole-school thematic approach, the school is successfully developing a framework to systematically build on pupils' existing knowledge, understanding and skills across the curriculum. Leaders and staff have implemented purposeful and highly structured plans to support the teaching of literacy and numeracy, which have led to an overall rise in pupils' progress.
- Across the school, teachers plan a wide range of stimulating and authentic learning experiences. Pupils contribute well to the planning of termly topics by suggesting things they want to learn during 'Dazzle Days'. As a result, these independent learning experiences enable pupils to apply their skills in engaging and challenging contexts.
- The school regularly reviews the curriculum, and all staff have a considerable input into curriculum development. The provision for the youngest pupils is based on a broad range of enriching and well-coordinated learning and play experiences, which develops pupils' skills and independence effectively.
- The school develops its curriculum carefully to reflect the nature of its context, including activities that reflect the cultural, linguistic nature of a diverse Wales and the wider world. For example, pupils learn about Celtic history during their 'Time Machine' topic and other festivals such as Chinese New Year and Diwali.
- The school makes good use of off-site visits, including an annual residential trip, to enhance the curriculum and pupils' learning experiences. For example, pupils visit a local wind farm, a recycling centre, and St Fagan's Museum of National History.
- The curriculum builds on pupils' existing knowledge, understanding and skills. In all classes, children effectively use 'Pupil Voice' to lead their own learning and make choices about what and how they learn, class trips and visitors.
- A "mission" approach to independent learning is progressing well throughout the school.

Care, Support and Guidance:

- Across the school, meaningful and caring relationships between staff and pupils generate trust and respect that is at the heart of the school community. The school develops empathy and compassion through active support of various national charities and a local foodbank.
- The school and staff successfully embody the school's core values. For example, pupils are regularly reminded of the school motto, *Growing, Striving, Achieving, Believing* and its accompanying actions.
- Throughout the school, there is a calm and consistent approach to behaviour management. All staff use a variety of effective strategies with pupils to resolve any issues at a very early stage. The school also uses a range of rewards for positive behaviour, although pupils are often self-motivated. Consequently, pupils' behaviour is a strength throughout the school.
- Staff offer a wide variety of clubs to support physical health and other interests.
- The provision for pupils with additional learning needs (ALN) is well developed and highly effective.
- Interventions to support pupils' progress in literacy, numeracy and well-being are effective, closely tracked, and reviewed regularly.
- The school provides plentiful opportunities to develop pupils in leadership roles.
- Most groups are well established and make a meaningful difference across the school. This work deepens the relationships between staff and pupils, builds trust, responsibility and self-confidence, and develops a sense of service to their community.

- The school helps pupils relate to their community through a wide range of experiences. The local vicar leads assemblies and pupils visited their local church to hold a Harvest Service.
- A new community wild trail has recently opened on the school site, funded by various grants, and pupils and staff are proud of this achievement. Pupils also participate in community "litter picks" and provide a clothes bank on site for community use.
- The school has established wider, global links via video calls with a partner school in Peru, sharing traditional songs and dances.
- Pupils have opportunities to develop creativity and self-expression through concerts and performances marking events such as Easter and St. David's Day, also through instrumental music lessons.
- The school promotes a culture of safety, empathy, care and support. There is an established system to report safeguarding concerns regarding pupils and the school makes timely referrals to outside agencies when appropriate. The school has a strong culture of safeguarding, with clear arrangements for monitoring pupils' attendance and punctuality.
- The spiritual development of pupils is well met. Daily acts of collective worship take place.

Leadership and Management:

- Monitoring is robust and subject leaders follow a comprehensive monitoring timetable.
- All members of the SLT are involved in lesson observations through triads allowing for an accurate view of the quality of teaching and learning. Triads have been very successful in improving teaching standards this year and have allowed teachers to move from good to excellent. The introduction of teachers videoing themselves and being able to self-reflect as well as have feedback from peers has been excellent.
- The headteacher has worked conscientiously alongside senior leaders to provide a clear strategic direction for the development of the school, to evaluate its work and plan and deliver improvements.
- There is a strong team ethos among all staff, who believe that the welfare of all pupils is a vital ingredient to their success.
- The headteacher and leadership team deliver strong, considerate leadership and, supported by staff, have created an inclusive culture where pupils feel safe and secure and have a strong sense of trust in others.
- All leaders, including governors, have a good understanding of the needs of pupils and the local community, and make every effort to meet these needs effectively. They have high expectations of each other, their staff and the pupils.
- Throughout the school, there is a strong sense of belonging and a strong safeguarding culture.
- The roles and responsibilities of leaders and staff are well defined and communicated clearly. Overall, senior leaders have a good track record of improving pupil performance and the quality of education.
- The headteacher has a clear vision for building leadership capacity across the school and the wider leadership team contributes effectively to school improvement. There is strong leadership at all levels and this has improved the school's capacity to achieve change successfully. For example, work to implement ALN reform involved robust training for all staff and thoughtful communication with parents. As a result, the school uses careful assessment processes, termly reviews and effective interventions to ensure that those receiving additional support make good progress.
- Regular and robust self-evaluation activities are ongoing.
- The school uses its limited resources to good effect and recent initiatives have been very cost effective. The school manages its budget well and has not had to set a deficit budget for over 11 years. The school looks for ways to obtain funding from grants, charity and the PTA. The school meets its statutory duties e.g. funding ALN needs when required.

Areas for development:

We will continue to:

- Ensure that group and guided reading as well as phonics is taught daily in Foundation Phase.
- Fund an additional practitioner to deliver Literacy support programmes / interventions in order to improve outcomes for disadvantaged pupils.
- Fund an additional practitioner to deliver NUMICON Breaking Barriers.
- Work towards the Siater Iaeth Gold Award for Welsh.
- Embed PERMA assessments throughout the school and make further use of the resources to enhance teaching and interventions.
- Make attendance a high priority.
- Reduce the number of unauthorised absences.
- Work towards the Rights Respecting School Gold award.
- Implement Playground Leaders.
- To fully implement the New Curriculum.
- Use triads to ensure excellent teaching and learning is shared.
- Ensure effective and consistent use of AFL and Feed Forward marking.
- Ensure our vision is reviewed with all staff and Governors.
- Fully implement the new ALN bill and work towards the targets in the ALN self-evaluation toolkit. Also improve the quality of 'All About Me' cards.
- Monitor and evaluate the effectiveness of the school's approach to all interventions.
- Ensure the new Health and Wellbeing overview is embedded.
- Enhance the RVE scheme to meet the new curriculum requirements.
- Embed the teaching of RSE and Diversity and look at introducing other cross cutting themes into the curriculum.
- Plan strategically for changes to curriculum in terms of staffing, planning for learning and assessment.
- Evaluate the impact of recently introduced initiatives on teaching and learning.
- Review effectiveness of leadership and self-evaluation.
- Ensure Governing Body continue to be fully involved in SER / SIP development.
- Ensure all stakeholders are involved in SER/ SIP development.
- Evaluate impact of EIG / PDG/ EYPDG/ SIG/ RRRS on standards.
- Continue to develop effective plans for EIG / PDG/ EYPDG/ SIG/ RRRS to raise standards.
- Promote Governor training, to ensure all governors are able to fulfil their statutory obligations, help the school as critical friends and provide a sense of direction for the work of the school.
- Develop a programme of 'learning walks' in order to enable all members of the GB to develop a good knowledge and understanding of the school, so they can be effective in challenging and supporting the school.
- Ensure self-evaluation procedures continue to be robust and effective, and continue to inform school improvement.
- Use the views of pupils and parents in self-evaluation effectively.
- Implement the rolling programme of funding to upgrade furniture and decoration to improve accommodation.
- Improve standards and management in order to give good value for money.
- Take part in cluster activities.
- Secure grants to develop the school for community use.
- Develop the PTA links.

- Develop links with our SIG.

We will further develop:

- Writing skills with a focus on MAT provision.
- The teaching and learning of Mathematics with a focus on MAT provision.
- Teacher's confidence in the teaching of Expressive Arts when developing the New Curriculum.
- The teaching of German to Years 4 to 6 and look at applying for the international school's award.
- AFL strategies throughout the school.
- Assessment in line with the new curriculum throughout the school.
- Our multi-cultural programme and ensure that there are opportunities for children to meet with people / visit other areas and experience different lives and cultures.
- Outdoor provision.
- A new whole school vision for Literacy.
- Develop further links with a school abroad.
- Provision for the Welsh Language and culture by working towards the Gold award for Cymraeg Campus.
- The implementation of the new Curriculum for Wales.
- International school links.

We will review:

- Our Child Safeguarding policy.
- Our Safeguarding training for all staff and governors.
- Our First Aid training for selected staff.
- Our Level 3 Food and Hygiene training.
- Our current whole school vision and vision for Mathematics and Numeracy.
- The effectiveness of leadership and self-evaluation to ensure self-evaluation procedures continue to be robust and effective, and continue to inform school improvement.

SCHOOL DEVELOPMENT PLAN EVALUATION 2022/23

Priority	Evaluation of progress
1. LLC: To develop the teaching and learning of Writing and Grammar in line with the Languages, Literacy and Communication progression steps in Welsh and Literacy.	Significant developments to the provision for writing and a consistent approach to the teaching of writing has resulted in a very positive impact on the progress in writing. However, our ESTYN recommendation reveals that a further emphasis is needed on allowing more able pupils to respond creatively and make more independent choices.
2. MN: To improve the teaching and learning of Reasoning and Problem-Solving Skills in Mathematics and Numeracy.	Significant developments to the provision for Reasoning and Problem Solving have resulted in a very positive impact on the progress in Mathematics. Pupils performed well in the National tests across the school: (a) 18% had a standardised score of <85, (b) 56% had a standardised score between 85 and 115 (c) 28% had a standardised score >115. Test results reveal that reasoning results have improved from 71% of children with scores above 85 to 84% of children with scores above 85.
3. New Curriculum: To continue to fully implement the New Curriculum for Wales with a focus on Science and Technology.	The school has developed a New Curriculum that allows pupils to receive a wide range of learning experiences that are engaging, challenging and stimulating, thus ensuring pupils make the best possible progress. There has been good progress in the development of Science and Technology throughout the school with a consistent approach to teaching a range of Science disciplines in each progression step as well as a range of Science enquiry types. We will continue to work towards refining and developing our curriculum design.
4. Wellbeing: To improve well-being in light of the current pandemic and ensure we fully implement the new ALN bill.	Positive impact on the standards and the quality of our well-being provision, with little significant work to do to meet the requirements of ALN reform.
5. Attendance: To improve and raise levels of attendance in order to meet our attendance target for 2022/23 (93%).	Approaches to monitor attendance have improved and the profile and importance of attendance has been raised. Our whole school attendance was 92.6% for last year.

SCHOOL DEVELOPMENT PLAN PRIORITIES 2023/24

Priority	Key Actions	Support
<p>1. LLC: To develop the teaching and learning of Writing and in both Literacy and Welsh with an emphasis on allowing more able pupils to respond creatively and make more independent choices.</p>	<ul style="list-style-type: none"> • Action research completed by LLC lead. • Visit to case ESTYN study school organised. • All staff to attend professional learning in January INSET. • Purchase of identified resources. • Triads organised. • Action plan developed and work towards the Gold Cymraeg Campus Award. • Sharing practice and learner work. 	<ul style="list-style-type: none"> • Professional learning for all staff.
<p>December Milestones</p> <ul style="list-style-type: none"> • All teachers have accessed high quality professional learning regarding writing. • Writing 'expectations' have been identified. • Learners access high quality writing lessons. • Progress of learners has been reviewed. Baseline assessments completed and challenging targets set. • MAT pupils given more freedom to respond creatively when writing and to make more independent choices. 	<p>March Milestones</p> <ul style="list-style-type: none"> • All teachers have shared practice with each other and colleagues from other schools. • Learners write at length in a range of contexts and for different purposes. • 'Writers' have shared their experiences with learners. • Progress of learners has been reviewed. • Pupil progress meetings. 	<p>July Milestones</p> <ul style="list-style-type: none"> • Professional discussion, sharing of practice has continued. • Learners write at length in a range of contexts and in pupil-led areas/tasks. • Parents and learners have engaged in literacy themed days and/or community events. • Progress of learners has been reviewed.
<p>2. MN: To develop the teaching and learning of Mathematics with a focus on strengthening provision for more able pupils.</p>	<ul style="list-style-type: none"> • Action research completed by MD lead on provision for MAT pupils. • All staff to attend professional learning in November INSET. • Development of overview and approach to teaching and learning. • Triads organised. 	<ul style="list-style-type: none"> • Professional learning for all staff.

	<ul style="list-style-type: none"> Sharing practice and learner work. 	
<p>December Milestones</p> <ul style="list-style-type: none"> All teachers have accessed high quality professional learning for Mathematics. Teaching and learning process has been refined. Learners access high quality lessons. Progress of learners has been reviewed. Baseline assessments completed and challenging targets set. Resources purchased for all learners with provision for MAT learners. 	<p>March Milestones</p> <ul style="list-style-type: none"> All teachers have shared practice with each other and colleagues from other schools. Learners are exposed to a wider range of Mathematical concepts. Increase in the level of Mathematical abilities and exposure to Mathematical vocabulary. Progress of learners has been reviewed. Pupil progress meetings. 	<p>July Milestones</p> <ul style="list-style-type: none"> Professional discussion, sharing of practice has continued. Learners can confidently approach a range of Mathematical concepts with increased frequency. Parents and learners have engaged in themed days and/or community events. Progress of learners has been reviewed.
<p>3. New Curriculum: To continue to fully implement the New Curriculum for Wales with a focus on Improving teaching and learning in Expressive Arts and MFL.</p>	<ul style="list-style-type: none"> Action research completed by MFL lead. INSET developed and delivered. Ensure the professional learning programme has a positive impact on the quality of provision. Continue to refine the revised assessment framework to meet the needs of learners, teachers and leaders. Triads support the development of pedagogical principles as identified through practitioner self-review. 	<ul style="list-style-type: none"> MFL training Leaders attend appropriate network sessions to share practice. Professional learning for all staff.
<p>December Milestones</p> <ul style="list-style-type: none"> All teaching staff have received further training. Training for all staff on the use of Charaga and the newly developed overviews. Good use of feedback and assessment for learning in most classes. Teachers starting to implement new approaches to Expressive Arts and MFL into classroom practise. 	<p>March Milestones</p> <ul style="list-style-type: none"> Nearly all professional learning needs identified through performance management processes planned for. Good use of feedback and assessment for learning in all classes. Consistent use of new school assessment procedures in nearly all classes. Second round of triad activities completed. 	<p>July Milestones</p> <ul style="list-style-type: none"> Teaching review completed and professional learning programme developed. Consistent use of school assessment arrangements in all classes. Review of assessment arrangements completed with all stakeholders. Third round of triad activities completed, and

<ul style="list-style-type: none"> • All teachers completed self-review against professional standards/pedagogical principles and quality assured by SLT member. • All teachers completed first round of triad activity with bespoke focus. 	<ul style="list-style-type: none"> • Engage in cluster level work. • Pupil progress meetings. 	<p>teacher self-review updated within triad.</p> <ul style="list-style-type: none"> • Engage in cluster level work.
<p>4. Wellbeing: To continue to improve the well-being of pupils and staff.</p>	<ul style="list-style-type: none"> • New Health and Wellbeing overview developed for this year. • Action research on MAT provision completed. • INSET developed and delivered. • Work toward the ALN self-evaluation targets. • Organise intervention training. • Continue to make effective community links. 	<ul style="list-style-type: none"> • Intervention training. • ALNCo meetings and training attended. • Leaders attend appropriate network meeting and share developments.
<p>December Milestones</p> <ul style="list-style-type: none"> • All teaching staff receives additional training. • Practitioners aware of the organisation of Health and Wellbeing coverage throughout the school and begin to implement teaching and learning approaches to RSE. • All ALN, MAT and Boost group registers updated. • Costed provision map developed. • Intervention training provided to TAs. • Baseline assessments completed and challenging targets set. • Increase the profile of attendance for all stakeholders and work towards the actions in the attendance audit. • AWO to support issuing FPNs and setting the attendance target. • Tracking system further developed. • Attendances leaflet and website updated. The profile 	<p>March Milestones</p> <ul style="list-style-type: none"> • Eco council and Healthy Schools Gang to develop and work on their action plan. • Outdoor provision improved and Wild Trail in use. • Monitoring of interventions. • Pupil progress meetings. • Awards systems developed and having an impact. • FPNs in place. • Attendance policy updated. • Attendance letters issued as an when needed and meeting arranged. 	<p>July Milestones</p> <ul style="list-style-type: none"> • Consistent approach to teaching Health and Wellbeing, RSE and Diversity. • Increased community and parental engagement through Wild Trail use. • Attendance target achieved • A reduction in school time holidays. • A reduction in unauthorised absences. • Improved punctuality.

of attendance made a priority.		
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