

School Development Plan

Published Summary

(September 2024)

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.
- The school has started to introduce the teaching of MFL. German has been successfully launched from Years 4 to 6. Children have experienced a range of teaching, from specialist German lessons to topic-based teaching integrated into brave/bubble/mission work. The cultural element of language learning has also played an important role in our introduction of German teaching to ensure that children are aware of their role as global citizens.
- There has been a clear vision for how best to implement MFL teaching of German throughout the school and we achieved the foundation level International Award through the British Council in July 2024. This gave a clear focus for additional international activities to be interwoven within our curriculum topics.

Mathematical Development:

- 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. Our results in both Procedural and Reasoning tests are very positive and show an increased focus on MAT provision and the teaching and learning of MAT pupils in

Mathematics has had a significant impact on the number pupils now considered MAT in this area.

- There have been improving standards in Reasoning and Problem Solving throughout the school through the use of consistently taught strategies 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. Expressive Arts has been a focus priority this year with teaching standards improving and pupils now having a better understanding of all Expressive Arts disciplines. Our new coverage mapping ensures different disciplines are a focus each term.
- 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.

Teaching and Assessment:

- Most pupils at Llwydcoed Primary thrive due to effective teaching across the school. Staff are knowledgeable and deliver interesting lessons in bustling classrooms. They have high expectations of pupils' learning and behaviour and encourage pupils to challenge themselves to be the best they can be.
- Throughout the school, teachers and support staff have strong working relationships with pupils. Teachers' use of language, both in English and Welsh is effective. Most teachers use everyday Welsh confidently to support pupils' Welsh language development. They are good role models and extend pupils' vocabulary well.
- Nearly all staff ensure that their pupils have fun and enjoy their learning. Most teachers use energetic introductions to lessons and teaching moves at a brisk pace. They use a variety of successful strategies that enable pupils to stay on task and complete work. They use the outdoors regularly to enhance the pupils' learning experiences such as on the 'wild trail' and outside classrooms.
- Most teachers use questioning effectively to develop pupils' thinking and check for understanding. Many differentiate their questioning to cater for pupils' individual needs well.
- Teachers use a range of assessment approaches to build a picture of pupils' individual progress over time and to inform the next steps in their planning. They provide swift, verbal feedback that enables pupils to make good progress and improve their work during lessons. Many teachers make strong links to prior learning, reinforce key concepts, and meet the needs of their pupils well. In the most effective lessons, many teachers match tasks closely to pupils' abilities, offering all pupils an appropriate level of challenge.

The breadth, balance and appropriateness of the curriculum:

- 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.
- We have introduced a Licence to Thrill for MAT pupils who are now given the freedom to write with much more independence when applying their skills across the curriculum.
- 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.
- We have introduced a Treasure Chest this year where pupils reflect on and celebrate the work they have produced during the topic linked to the four core purposes.
- 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.
- Experienced teaching and good ALN leadership ensure nearly all pupils who require additional support make very good progress. Effective strategies and a range of well-run interventions are in place to ensure that individual targets are fully met.

Safeguarding:

- A clear policy exists for reporting concerns and is made clear. The Safeguarding Policy is published on the website and reviewed annually. There are clear child protection and safeguarding procedures in place that are in line with local procedures and best practice; these are fully understood by all staff.

Attendance:

- Our attendance figure for 2023/2024 was 93.5%. Improving attendance remains a priority through the attendance action plan.

Wellbeing:

- 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.
- 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 and organising fundraising events.
- 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.
- 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.

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 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. A grant was also used to improve the outdoor area of Dosbarth Enfys with a new mud kitchen and reading rocket being installed. A new 'Once Upon a Woodland' area was also developed from a recent Tesco grant to be used for outdoor reading and circle time activities.
- 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 spiritual development of pupils is well met. Daily acts of collective worship take place.

Leadership and Improving:

- 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.
- Overall, the school is developing a good track record of reviewing and developing its provision. For example, leaders identified a need to improve the writing skills of pupils across the school.
- 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. 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:

- Develop and refine the approach to the teaching and learning of writing in Literacy and Welsh to ensure pupils are able to respond creatively and more independently.
- Continue to refine and develop the teaching and learning of Mathematics and continue to strengthen provision for more able pupils.
- Continue to embed the current provision for teaching German and continue to work towards the next stage of the International Schools Award by making links with an international school and continuing to ensure internationalism is embedded in our curriculum topics.
- To continue to fully implement the New Curriculum for Wales by continuing to embed previous AoLE developments with a particular focus on improving teaching and learning in Humanities.
- To improve the teaching and learning of DCF skills and ensure a consistent use of different platforms throughout the school.
- To embed and refine AFL strategies throughout the school and ensure a consistent approach across all AoLEs and topic work.

SCHOOL DEVELOPMENT PLAN EVALUATION 2023/24

Priority	Evaluation of progress
<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>	<p>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, the improvement of writing needs to continue to be embedded next year with an emphasis on refining the approach to the teaching and learning of writing in Literacy and Welsh to ensure pupils are able to respond creatively and more independently.</p>
<p>2. MN: To develop the teaching and learning of Mathematics with a focus on strengthening provision for more able pupils.</p>	<p>Significant developments to the provision for Mathematics with a focus on MAT pupils have resulted in a very positive impact on the progress in Mathematics.</p> <p>Pupils performed well in the tests across the school:</p> <ul style="list-style-type: none"> (a) 10% had a standardised score of <85, (b) 54% had a standardised score between 85 and 115 (c) 36% had a standardised score >115. <p>Test results reveal that procedural results have improved from 81% of children with scores above 85 in 2021-22 to 90% of children with scores above 85 in 2022-23 and 2023-24.</p> <p>Test results also reveal that an increased focus on MAT provision and the teaching and learning of MAT pupils in Mathematics has had a significant impact on the number pupils now considered MAT in this area. This has increased from 29% of children with a score above 115 in 2022-23 to 36% with a score above 115 in 2023-24. This has also increased the number of pupils moving from below average into the average range. We will continue to focus on supporting more able pupils in this area with an increased focus on taking ownership of their own learning and AFL strategies. We will also continue to embed and refine the teaching and learning strategies introduced this year.</p>
<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>	<p>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 Expressive Arts and 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. Expressive Arts has been a focus priority this year with teaching standards improving and pupils now having a better understanding of all Expressive Arts Disciplines.</p>

	<p>There has been a clear vision for how best to implement MFL teaching of German throughout the school and we achieved the foundation level International Award through the British Council in July 2024. This gave a clear focus for additional international activities to be interwoven within our curriculum topics. We will continue to embed the current provision for teaching German and continue to work towards the next stage of the International Schools Award by making links with an international school and continuing to ensure internationalism is embedded in our curriculum topics.</p>
<p>4. Wellbeing: To continue to improve the well-being of pupils and staff.</p>	<p>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.</p>

SCHOOL DEVELOPMENT PLAN PRIORITIES 2024/25

Priority	Key Actions	Support
<p>1. LLC: To continue to develop and refine the approach to the teaching and learning of writing in Literacy and Welsh to ensure pupils are able to respond creatively and more independently.</p>	<ul style="list-style-type: none"> • Action research completed by LLC lead. • All staff to attend professional learning in INSET. • Remaining Writing Journeys to be developed and shared. • 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. • AFL approaches have been reviewed and developed. 	<p>March Milestones</p> <ul style="list-style-type: none"> • All teachers have shared practice with each other. • 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. • Pupils making more independent choices when writing. • Parents and learners have engaged in literacy themed days and/or community events. • Progress of learners has been reviewed.
<p>2. MN: To continue to refine and develop the teaching and learning of Mathematics and continue to strengthen provision for more able pupils.</p>	<ul style="list-style-type: none"> • Action research completed by MD lead on provision for MAT pupils with a focus on Mental Maths. • All staff to attend professional learning in INSET. • Development of overview and approach to teaching and learning. • 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 for Mathematics. • Teaching and learning process has been refined for Mental Maths. • 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. • MAT 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 and provision for MAT pupils has improved. • 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 by continuing to embed previous AoLE developments with a particular focus on improving teaching and learning in Humanities.</p>	<ul style="list-style-type: none"> • Action research completed by Humanities lead. • INSET developed and delivered. • Ensure the professional learning programme has a positive impact on the quality of provision. • Continue to refine the revised AFL to meet the needs of learners. • Triads support the development of pedagogical principles. 	<ul style="list-style-type: none"> • Humanities 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. • New Humanities vision developed by all stakeholders. • Training for all staff on Humanities action research and the newly developed overviews. • Good use of feedback and assessment for learning in most classes. • Teachers starting to implement new approaches to Humanities into classroom practise. • All teachers completed self-review against professional standards/pedagogical principles 	<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. • Engage in cluster level work. 	<p>July Milestones</p> <ul style="list-style-type: none"> • Consistent use of school AFL arrangements in all classes. • Review of AFL arrangements completed with all stakeholders. • Third round of triad activities completed, and teacher self-review updated within triad. • Engage in cluster level work. • Improved provision for Humanities and progress of learning reviewed.

<p>and quality assured by SLT member.</p> <ul style="list-style-type: none"> All teachers completed first round of triad activity with bespoke focus. 		
<p>4. DCF: To improve the teaching and learning of DCF skills and ensure a consistent use of different platforms throughout the school.</p>	<ul style="list-style-type: none"> Technoteach training completed and certificate achieved. INSET developed and delivered. Digital Leaders to work with a partnership school and enhance the understanding of Online Safety throughout the school. Work towards and achieve the targets in the 360 Digi and online safety action plan. Map progression expectations at cluster and school level. 	<ul style="list-style-type: none"> Technoteach training for all teaching staff. Professional learning on use of a wide range of ICT platforms.
<p>December Milestones</p> <ul style="list-style-type: none"> Purchase new laptops from grant funding. All teaching staff receives additional training. Practitioners aware of the organisation of the plan, plan, design, search, create, refine and evaluate processes. Practitioners aware of the wider variety of platforms available to enhance teaching of DCF skills. Baseline assessments completed and challenging targets set. Digital Leaders work on promoting Online Safety throughout the school and work with a partnership school. 	<p>March Milestones</p> <ul style="list-style-type: none"> Review progress towards targets in the 360 Digi and Online Safety action plan. All staff to receive Online Safety training and show a greater understanding of reporting procedures. Increased use in different ICT platforms throughout the school and an impact on teaching and learning. 	<p>July Milestones</p> <ul style="list-style-type: none"> Progression mapped at cluster and school level and an understanding of non-negotiables by all. Professional discussion, sharing of practice has continued. Learners can confidently use an increased range of platforms. Progress of learners has been reviewed.