



Cynllyn Datblygu Ysgol School Development Plan

Evaluation and Actions Summary
September 2024

Ysgol Sant Dunawd, Wrexham





Evaluation of the School Development Plan...

Priority 1 achievements: To develop all pupils to become more effective learners.

- ✓ All our staff have received training on Assessment for Learning (AfL) to improve how we support your child's progress.
- ✓ Every teacher has worked together to create our Assessment policy, so parents can understand how we assess and support learning.
- ✓ We now clearly share learning goals with pupils, helping them understand what they are expected to achieve in each lesson.
- ✓ Success criteria are clearly outlined for pupils, so they know exactly what they need to do to succeed in their tasks.
- ✓ Teachers start lessons by revisiting prior knowledge, ensuring pupils are building on what they already know.
- ✓ We have improved how we give feedback to pupils, making it more specific and useful to help them improve their work.
- ✓ Pupils are developing essential skills through AfL, including how to reflect on their own learning and take ownership of their progress.

Priority 1 next steps:

- ⇒ We are focusing on helping younger pupils create their own success criteria together with teachers, so they better understand how to achieve their learning goals.
- ⇒ We are introducing clear examples of success for younger children, helping them see what good work looks like (WAGOLL - What A Good One Looks Like).
- ⇒ We are working on embedding learning goals, success criteria, and engaging starter activities more deeply into lessons to make sure pupils are clear on what they're learning and how to succeed right from the start.



Evaluation of the School Development Plan...

Priority 2 achievements: To improve the environment for younger pupils to enable learning.

- ✓ We have participated in specialised training focused on improving learning for children aged 3-8.
- ✓ We have visited other schools to see and learn from some of the best teaching practices. By bringing these ideas back, we've been able to enhance our own approaches, making sure our pupils benefit from the latest teaching methods.
- ✓ We have successfully adopted the Elizabeth Jarman approach across school, which focuses on creating a learning environment that supports children's well-being.
- ✓ We have upgraded the furniture in our shared areas and outdoor spaces, creating more inviting, versatile environments where children can collaborate and explore.
- ✓ We have invested in new learning resources that are tailored to meet the needs of all children.

Priority 2 next steps:

- ⇒ We will continue to enhance our efforts in promoting the Welsh language and celebrating cultural diversity. This means creating more opportunities for children to learn Welsh and fostering an environment that values different cultures and perspectives.
- ⇒ We plan to strengthen how vocabulary and numeracy are integrated across all subjects.
- ⇒ We will focus on ensuring all adults are well-equipped with the necessary skills and strategies to support each child's learning and development.
- ⇒ We aim to offer children more meaningful and hands-on learning experiences. These experiences will encourage creativity, critical thinking, and real-world understanding.
- ⇒ Developing high-quality provision areas for younger children.





Evaluation of the School Development Plan...

Priority 3 achievements: To improve the standards of the younger pupils basic skills in writing.

- ✓ We have successfully provided training for all staff on the Read Write Inc. (RWI) phonics program.
- ✓ We have reintroduced daily RWI phonics sessions, which are now well-structured and supported by carefully selected resources.
- ✓ We have implemented regular monitoring and coaching sessions for staff, which have been highly effective. These sessions allow teachers to receive ongoing support, feedback, and tailored guidance to refine their teaching methods.
- ✓ A major success has been the introduction of new home reading books that are carefully aligned with the RWI phonics program.
- ✓ Pupils have made measurable progress in their phonics. Many children are now reading at or above expected levels for their age.
- ✓ We also successfully introduced the "Fred Fingers" technique to develop spelling skills. This method helps children break down words into sounds, making spelling easier to understand and apply.

Priority 3 next steps:

- ⇒ We will introduce daily lessons on initial letter sounds even earlier in the nursery years.
- ⇒ We will enhance our focus on teaching high-frequency words (common words children encounter often in reading) and exception words (those that don't follow typical phonetic rules) across all year groups.
- ⇒ We will invest in improving writing by providing staff with professional learning through the "Talk for Writing" program. This method helps children improve their writing skills by engaging in structured storytelling and discussion.





Evaluation of the School Development Plan...

Priority 4 achievements: To introduce Forest School experiences to all pupils.

- ✓ Our Forest School leader has successfully completed Level 3 professional training, ensuring expert guidance in outdoor learning for all pupils.
- ✓ Every pupil in the school now benefits from Forest School sessions at least once a week, providing regular outdoor learning experiences that promote both academic and personal growth.
- ✓ The dedicated Forest School area has been well-developed, offering a rich, natural environment where children can explore and learn in a hands-on, engaging way.

Priority 4 next steps:

- ⇒ We will continue to develop learning outside the classroom so that pupils have regular opportunities to learn outside in situations other than Forest School.

Priority 5 achievements: To increase the use of incidental Welsh throughout the school.

- ✓ We have introduced 'banned English phrases', encouraging children and staff to use more Welsh in their everyday conversations.
- ✓ The Criw Cymraeg have taken a leadership role by organising and delivering assemblies.
- ✓ We have proudly achieved the Bronze Cymraeg Campus award, a recognition of their commitment to embedding the Welsh language into school life and promoting a bilingual environment.

Priority 5 next steps:

- ⇒ We will focus on taking the next steps towards the Silver Cymraeg Campus Award.
- ⇒ We are excited to pilot new, innovative methods for teaching Welsh. Mr Griffiths is working with other schools researching successful bilingual systems in Canada.





Self evaluation

Strengths and Development

Leadership

The headteacher was appointed in January 2022, and is supported well by the deputy headteacher.

The headteacher is an ESTYN peer inspector.

The school have developed a robust self evaluation procedure. Staff at all levels are involved.

The Governing Body supports and challenges the school's direction.

The School Development Plan has a sharp focus and an evaluation cycle sits alongside this.

Professional learning ensures that staff are developed at all levels.

Cluster collaboration is established with all staff. AOLE leads work with colleagues to explore progression.



Teaching and Learning

Teaching and learning is good or better in most classes, verified by the schools improvement officer.

The school has established evidence informed strategies to support learning.

Standards of work are generally high across school.

Most learners are developing positive learning habits.

Nearly all staff have built strong positive relationships with pupils.

Planning ensures that the Four Purposes are at the core of teaching and learning.

Professional learning is integral to school improvement and evaluated and reviewed. Nearly all pupils show overall good

Curriculum

The school is working on designing a local curriculum, building on local agriculture and history.

All teachers deliver a broad range of learning experiences, in and outside of the classroom.

The school has contributed to GwE's professional learning resources.

All pupils from Nursery to Year 6 access Forest School sessions weekly.

Wellbeing is central to the school's purpose, with a dedicated nurture safe space for pupils.

Ongoing assessments are robust and professional dialogue on progress is well established within school.

Pupils with additional needs, or those who are vulnerable, are well supported through individual plans.

Wellbeing and Inclusion

Most pupils, including vulnerable and pupils with ALN make good progress. They respond positively to the learning experiences.

Most pupils are developing their Learning Powers which help them take responsibility for learning.

Nearly all pupils respond positively to feedback from staff and they use this to improve their work.

Nearly all pupils find their learning exciting and enjoy their time in school.

The school has embedded My Happy Mind, supporting pupils' wellbeing.

Support staff are trained in ELSA, Lego Nurture and Draw and Talk therapy.

Developing middle leaders within school.

Embedding new School Improvement Framework.

Develop a consistent way of teaching writing.

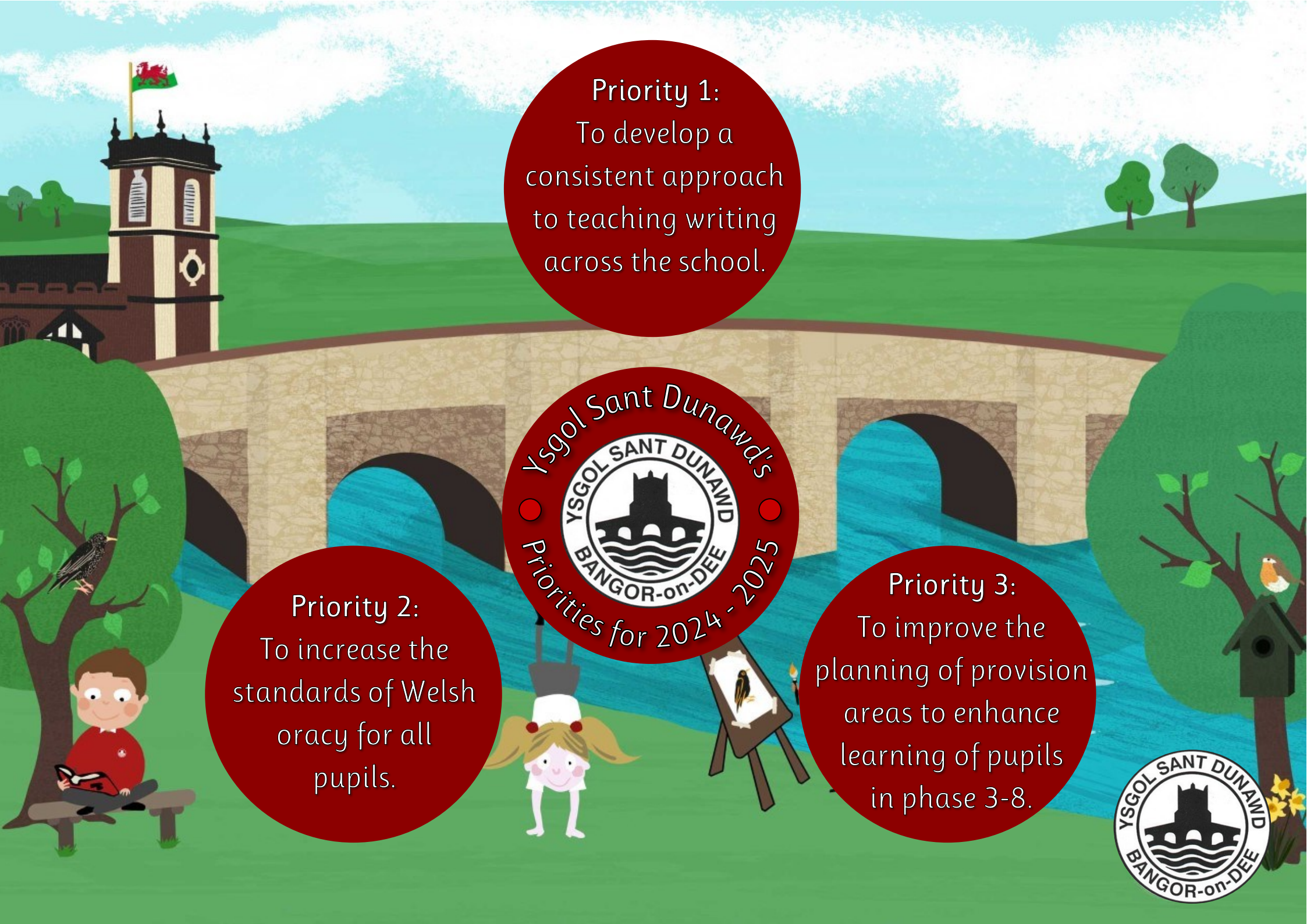
Increase pupils' standards of Welsh oracy.

Enhance 3-8 environment, and provision.

Review our curriculum offer realign with CfW and vision.

Enhance strategies that support learners with ASD.

Further develop our universal provision offer.



Priority 1:
To develop a
consistent approach
to teaching writing
across the school.

Priority 2:
To increase the
standards of Welsh
oracy for all
pupils.



Priority 3:
To improve the
planning of provision
areas to enhance
learning of pupils
in phase 3-8.

