



Brynnau Primary School Development Plan: Published Summary

School self-evaluation: summary

Strengths:

- Statements of What matters are cross referenced against year group coverage and there is clear progression of skills for each year group.
- All learners have specific targets for M & N and LLC which are reviewed frequently (weekly for M & N and fortnightly for LLC depending on the genre)
- Learners know where to access their targets and a majority know how they can make further progress
- Assessments (Big Maths, SWST, Letters and sounds) identify areas for development in future planning
- Learners in the Juniors are becoming independent when setting and reviewing their targets
- Data is clearly tracked identifying progress of individuals – this is extremely effective through the Pupil progress half termly meetings and during staff input of data on the Cohort Tracker forms.
- The online merit system 'Dojos' has had a positive impact on learners behaviour and engagement
- The school was successfully awarded the Arian (Silver) award for Siarter Iaith.
- Monster Phonic programme has been implemented to ensure a consistent approach.
- Pupil Voice groups have been effectively established for School Council, Criw Cymraeg and Digital leaders
- Staff Roles and Responsibilities overview insure that all staff have clearly identified roles and responsibilities
- Professional dialogue during INSET/Twilight/staff meetings and within individual meetings has been extremely productive enabling staff to explore strengths, expands knowledge and develops teaching techniques
- The critical role of the Governing Body is developing through school visits engaging with staff and learners.

Areas for development:

- Evaluate planning to ensure progression of skills – consistency of approach to be applied by all staff to inform planning.
- Ensure opportunities for the transfer of skills through rich contexts for learning are imbedded throughout the school.
- Provide opportunities to nurture and extend learner independence through challenges both in and out of the classroom.
- RSE progression map to be consistently applied across the year groups.
- To develop opportunities within RVE for a balance of skills and knowledge across the curriculum.
- Staff to plan multi-faceted Expressive Arts lessons that allow for multidisciplinary skills to be taught through one project/hook/stimuli.
- Ensure the Humanities statements of what matters are used effectively and clearly identified in planning, books and Seesaw.
- Continue to develop Staff's knowledge and confidence in Spanish.
- Continue to further develop and embed staff's confidence and skills in the use of green pen to move pupils' learning forward.
- Recap of M & N SOW for each year group to map coverage and agree expectations for problem solving.
- Ensure the M & N SOW is consistently adhered to by all.
- P.E to be delivered consistently to meet the 120 minutes per week mandatory requirement (this can consist of P.E lessons, outdoor learning and the daily mile). Develop a consistent SOW for P.E.

- Ensure coverage of the DCF Strands for consistency and progression of skills across the year groups.
- Feedforward marking to be closely monitored to ensure it is effective and productive
- AFL strategies to be reviewed and updated to ensure progression
- Pupil Voice to be further developed with a School Parliament
- Further analyses of data half termly by the Assessment Lead of pupil data to provide feedback on value added
- Ensure pupil influenced questions are reviewed halfway through a topic and directly fed into planning
- Ensure staff have a good understanding of the Professional Standards for Teaching and Learning
- Further explore and expand knowledge of action-based research
- Continue to work in pairs/triads to develop professional learning and share good practice

SCHOOL DEVELOPMENT PLAN EVALUATION 2023/2024

Priority	Evaluation of progress
<p>1. Embed curriculum mapping over a two-year cycle ensuring progression, challenge and transfer of skills through rich context for learning along with opportunities to further develop problem solving skills and independence.</p>	<ul style="list-style-type: none"> • Mapping of the SWM over a two-year cycle was undertaken as a whole school and linked to the focused question for the term. • All staff have a good understanding of the curriculum. • Training has been provided for stakeholders on our curriculum; how we ensure progression, monitor individual progress and provide rich learning experiences. • Statements of What matters are cross referenced against year group coverage • Clear progression of skills has been identified for each year group. • Plan opportunities for skills to be transferred through rich tasks are evident in books and planning. • Planning is reflected upon to ensure progression and coverage of skills • Problem solving through rich real-life experiences is developing and is clearly evident in books and through Listening to Learners. • The Arian Award in the Siarter laith has been successfully achieved. • Professional development opportunities have developed staff confidence leading staff meetings, training, engaging in discussions with outside agencies and INSET sessions. • Active role undertaken by AOLE leads have ensured close monitoring and scrutiny of skills and the level of challenge. • All Lesson observations have been identified as good or better. • Monitoring of individual assessment data shows positive impact of consistent strategies implemented. • Curriculum mapping clearly identifies progression of skills taught and has been shared with CSC • The level of challenge has improved and most learners are challenged appropriately to ensure progression • Within many classes taught skills are clearly transferred through rich learning tasks • Problem solving challenges celebrate skills covered in a majority of classes
<p>2. Assessments ensure learners are clear on their learning journey. Learners know where to access their targets and how they can make further progress.</p>	<ul style="list-style-type: none"> • All learners have specific targets for M & N and LLC which are reviewed frequently (weekly for M & N and fortnightly for LLC depending on the genre) • Assessments (Big Maths, SWST, Letters and sounds) identify areas for development in future planning • Data is clearly tracked identifying progress of individuals – this is extremely effective through the Pupil progress half termly meetings and during staff input of data on the Cohort Tracker forms. • The online Personalised Assessments have been used twice during the year. Overall the results of learners are extremely positive with 100% achieving the average or above standardised score for Reading, 99% achieving the average or above standardised score for Procedural and 97% achieving the average or above standardised score for Reasoning. • Reading Personalised Assessment data shows that there are no learners that scored below average from Year 2 to Year 6 from the initial assessment in November and then in the reassessment in June. • Procedural Personalised Assessment data shows that there were 3 learners that scored below average from Year 2 to Year 6 from the initial assessment in November and only 1 learner scored below average in the June assessment. • Reasoning Personalised Assessment data shows that there were 7

	<p>learners that scored below average from Year 2 to Year 6 from the initial assessment in November and only 5 learners scored below average in the June assessment.</p> <ul style="list-style-type: none"> • Salford Assessments showed that there was a 25% increase overall in those learners who previously did not have a chronological reading age in Year 2, an 11% increase in Year 3, a 9.5% increase in Year 4, 10% in Year 5 and a decrease of 12% in Year 6. • Phonic assessments show that nearly all learners have moved up one or two phases during the year. The exceptions being those with IDPs. • Monster Phonic baseline assessments have been completed in July in preparation for the groups in September. Staff have completed the basic training and have been introducing the characters to the learners. The programme will be adapted to meet out Foundation needs in order to provide a rich learning environment for the learners to transfer their skills independently. • Half term pupil progress meetings are a strength as they clearly identify needs of individuals and any areas to be addressed. Well-being needs have been clearly monitored along with those requiring further differentiation to achieve their targets. Cohort trackers are used to inform these discussions. • Pupil Data has been analysed by SMT in the absence of the Assessment Lead.
<p>3. Further develop the strategic roles and responsibilities of the Senior Management Team and AOLE Leads</p>	<ul style="list-style-type: none"> • Staff Roles and Responsibilities overview has been created and insure that all teaching staff have clearly identified roles and responsibilities • Professional dialogue during INSET/Twilights/staff meetings and within individual meetings has been productive enabling staff to explore strengths, expands knowledge and develops teaching techniques • Since training staff have a growing understanding of the pedagogical approaches. • Due to challenges faced with long term absences this has meant staff have taken on additional duties to ensure key targets have been completed. • Staff have reflected on their professional learning journey and provided feedback to colleagues of the impact it has had on their learning/teaching • Positive impacts have been the implementation of a digital merit system, the use of Google Classrooms as a learning platform within the juniors and the purchase of Monster Phonics as an agreed, consistent approach to phonics.

SCHOOL DEVELOPMENT PLAN PRIORITIES 2024/2025

Priority	Key Actions	Support
<p>1. To ensure that the curriculum provides progression, challenge, and the transfer of skills through a rich context for learning, along with opportunities to further develop cross-curricular skills in problem-solving and independence.</p>	<ul style="list-style-type: none"> • Curriculum mapping clearly identifies progression of cross-curricular skills • <i>Nearly all</i> learners are challenged appropriately to ensure progression of taught skills that are clearly evident through rich learning tasks in books and Listening to Learners • Problem solving challenges celebrate skills covered in a <i>most</i> classes • <i>Nearly all</i> learners make the expected three stage progress within Big Maths by the end of the year • <i>Nearly all</i> EFSM learners make two stages of progress by the end of the year • Monster Phonics data shows that <i>all learners</i> have made progress from their base line assessment • Digital opportunities ensure progression of a range of skills • Growth mindset is used to create an ethos of perseverance and resilience • <i>Many</i> learners ask questions, conduct research, and draw conclusions. Fostering independent learning and critical thinking • RVE is evident in books, through listening to learners and on Seesaw and clearly demonstrates a balance of skills and knowledge 	<ul style="list-style-type: none"> • Continued work with CSC to monitor and support our curriculum. • CSC Expressive Arts network meetings • RCT Digital Lead network meetings • Cluster: link with schools to share project ideas and develop links with learners • Monster Phonics online training
<p>December Milestones</p> <ul style="list-style-type: none"> • Curriculum mapping ensures progression of cross-curricular skills across the progression steps • Learners are provided with tasks to nurture independence and confidence. • Planning identifies opportunities to embed taught skills through a range of activities across all classrooms consistently • Transfer of skills is evident for M&N, LLC and DCF • Rich tasks with authentic/real life context are being developed for children to apply taught skills half 	<p>March Milestones</p> <ul style="list-style-type: none"> • Effective curriculum review is used to ensure coverage of taught skills • A majority of learners are able to use skills independently. • Planning clearly shows opportunities for the transfer of skills • Seesaw is used effectively to evidence taught skills within different AoLEs. • Book monitoring shows the transfer of taught skills through a range of activities • Learners can identify the taught skills and the way in which they 	<p>July Milestones</p> <ul style="list-style-type: none"> • End of topic evaluations clearly show the development of skills through the progression steps • Many learners use taught skills effectively to further their independent learning and confidence • Transfer of skills are clear for M&N, LLC and DCF • Seesaw is used effectively by learners and staff to clearly evidence taught skills within different AoLEs. • Listening to learners and books monitoring shows clear understanding and evidence of

<p>termly</p> <ul style="list-style-type: none"> • Book monitoring shows developing evidence of cross curricular skills being transferred through rich tasks • RSE evident in planning and books. • RVE evident in planning and books 	<p>have transferred skills through purposeful contexts</p> <ul style="list-style-type: none"> • RSE evident in planning, books and on Seesaw • RVE evident in planning, books and on Seesaw 	<p>taught and transferred skills.</p> <ul style="list-style-type: none"> • All stakeholders have a clear understanding of the cross curricular skills. • RSE evident in planning, books and in discussion with learners • RVE evident in planning, books and in discussion with learners
<p>2. To develop learner independence through their active role in assessment.</p>	<ul style="list-style-type: none"> • <i>All</i> learners have specific targets for M & N and LLC which are reviewed fortnightly • <i>Nearly all</i> learners know where to access their targets and how they can make further progress • <i>Nearly all</i> learners achieve targets set and make progress from their individual starting points • <i>Many</i> learners engage with growing confidence and independence, transferring skills taught • Assessments of Big Maths, SWST, Monster Phonics clearly inform areas for development and future planning • <i>Most</i> Junior learners are becoming independent when setting and reviewing their targets • Data is clearly tracked identifying progress of individuals and further interventions required 	<ul style="list-style-type: none"> • LA input throughout the year • Twilight on AFL and data analysis • CSC – Assessment/AFL • Cluster: Linking with cluster schools for sharing of Assessment good practice
<p>December Milestones</p> <ul style="list-style-type: none"> • Learners know where to locate their targets and how to review them with teacher guidance • Learners have a target for LLC that is based on the genre skills and feed forward marking in Juniors. • Learners can review coverage of their pupil influence questions termly with teacher guidance • Opportunities are planned and provided to develop learner independence through the transfer of skills. • Half termly self-assessment of coverage of pupil influence questions on Super Saith/ Perffaith Pump by children independently and this informs planning • Cohort data tracker is used to inform planning and 	<p>March Milestones</p> <ul style="list-style-type: none"> • Most learners can review their target independently in the Juniors • Brynnau Write clearly impacts the writing journey • The majority of Learners engage with growing independence with challenges set • Half termly self-assessment of coverage of pupil influence questions on Super Saith/ Perffaith Pump by children independently and informs planning • Cohort data tracker is used to monitor pupil progress 	<p>July Milestones</p> <ul style="list-style-type: none"> • Nearly all learners can locate their target independently and what they need to do to achieve it. • Nearly all can explain the impact of the Brynnau Write journey • Effective half termly evaluation of skills is used consistently by all staff • Many learners are able to access challenges independently and with growing confidence • Cohort data tracker has all relevant data included, is reviewed half termly and is used effectively to inform interventions and planning • Data analysis clearly demonstrates trends

<p>differentiation</p> <ul style="list-style-type: none"> • Develop a colour coded system to clearly identify groups of learners on Cohort trackers • Data shared with Governors showing the impact of interventions and strategies. 		
<p>3. Developing the culture of pupil voice creating an environment where learners feel empowered to share their opinions, ideas, and feedback, knowing that these will be valued and acted upon.</p>	<ul style="list-style-type: none"> • Pupil Voice impacts positively on procedures and policies • Learner feedback shows a positive increase in learner engagement and independence • Learner Questionnaires positively reflect the impact of Pupil Voice • PERMA strategies have a positive impact on individual class well-being targets • Develop Growth Mindset for resilience and engagement in new challenges – link in with our Mindfulness Coach 	<ul style="list-style-type: none"> • Develop links with the Comprehensive Digital leader team • Work with the cluster to establish a learner voice network • Continue to develop the RCT digital leader network
<p>December Milestones</p> <ul style="list-style-type: none"> • All staff understand the importance of pupil voice • Pupil Voice is clear within council groups • Pupil questionnaire baseline of pupil voice • A Pupil Voice cycle highlights learner involvement in school policies and practice • Establish a Fixed and Growth Mindset toolkit for use across the school. • PERMA assessments undertaken in the Juniors, an area of focus identified and strategies implemented 	<p>March Milestones</p> <ul style="list-style-type: none"> • Pupil Parliament is established and learners work together to make a positive impact on the school • Targets identified and being addressed from Pupil questionnaires • Policies are being created into learner friendly documents • Fixed and Growth mindset evident in discussions with learners and displayed in class • PERMA review identifies progress made in focus areas 	<p>July Milestones</p> <ul style="list-style-type: none"> • Pupil Parliament impacts positively on the school • Pupil questionnaires show most feel they make a positive impact through their involvement • A range of key policies have been produced for our learners • Fixed and Growth mindset evident in L2L • PERMA strategies have a positive impact on learner confidence and independence