

SCHOOL IMPROVEMENT PLAN SUMMARY

2024- 2025



Teaching and Learning

*Languages, Literacy and Communication:
standards in writing
standards in Welsh oracy
provision for International languages*



Teaching and Learning

*Religion, Values and Ethics
Relationships and Sexuality Education
Assessment*



Well-Being, Care, Support and Guidance

*Additional Learning Needs
Attendance
Anti-Racism
Learner independence and positive attitudes to
learning*



Leading and Improving

*Sharpen self-evaluation and
improvement processes to ensure they
focus on the most important areas of
school improvement:
governors, staff and learners*

Key Area

Justification

Success Criteria

Teaching and Learning

- Internal monitoring identified lack of consistency in the teaching of writing, particularly in the progressive development of skills
- Internal monitoring identified inconsistencies in the application of writing skills across the curriculum
- Oracy skills in Cymraeg are at least adequate but only good in 40% of classes
- Foreign language teaching is in its early stages across the school linked to staff expertise
- 34% teaching staff new to the school, while a further 16% changing Progression Step

- Most pupils make at least expected progress in writing from their starting points and apply their skills across the curriculum
- Oracy skills (Cymraeg) are good or better in at least 66% of classes
- The school broadens its provision for International Languages
- The school receives the bronze Siarter Iaith Award

Teaching and Learning

- ARAP started Easter 2024 ongoing - children and families spending short periods of time at the school before onward relocation
- Staff identified a lack of knowledge around resources to use to support the delivery of RSE.
- First full year of implementation of Jigsaw program identified mismatch between some units and CFW.
- MER processes identified that explicit RVE teaching was not direct enough in approach in some classes
- MER processes identified a lack of knowledge in the staff team linked to non-religious philosophical convictions
- MER identified a lack of consistency in the implementation of both formative and summative assessment processes leading to lack of clarity in purpose and focus.

- Children and families successfully integrated into the school
- Cluster approach to Jigsaw devised and shared across schools and families.
- All classes delivering explicit RVE teaching termly with implicit links to cross curriculum learning tracked and plotted.
- Assessment processes reviewed and refined to ensure focus on maximise pupil progress.

Well-being, Care, Support and Guidance:

- National Priority: Implementation of the ALN Act
- Whole school attendance 2024/24 (94.6%) below the LA target of 95% (but higher than pre-Covid levels)
- Number of pupils from global majority is under represented across the school
- National priority - anti racism Wales
- Despite curriculum plan overview identifying diversity as a lens for learning - scrutiny during 2023/24 identified that the clarity of the learning in a minority of classes was not explicit enough.
- MER identified that around half of learners displayed independence in their learning

- All statutory requirements within the ALN Act being successfully implemented
- Staff understand their roles and responsibilities with regard to ALN
- Improved attendance - 95% target
- Children have an awareness of the cultures and beliefs beyond their own experiences
- Children display independence and positive attitudes to learning

Leadership

- New Estyn framework September 2024
- New Section 50 framework 2024/25 academic year
- Most of governors are new to their role (appointed within the last 12 months)

- Lead practitioners are aware of strengths and areas for improvement across their areas of responsibility
- Lead practitioners contribute to action planning to improve areas for development and monitor progress
- All stakeholders take an active role in securing school improvement

Pupil Development Grant Spend 2024/ 2025.

£23,700

Key Spend	Focus Area
£ 10,206	Supporting learners to recover from the impact of lost learning and to close the gap through the implementation of the following targeted intervention programmes
£ 6,000	Supporting the development of early language skills through the use of Wellcomm, Language Links and Speech Links
£ 1,166	Individual licences for Nessy online individualised spelling programme (research based Bristol Dyslexic Institute)
£ 2,378	Individual licences for Wellcomm, Speech Links, Language Links, IDL
£ 3,100	Provision of financial support to allow eFSM learners to attend residential visits during the 2024/25 academic year
£ 850	Provision of financial support to allow eFSM learners to attend school trips and visits during the 2024/25 academic year