

## OVERVIEW / SUMMARY OF OUR

YSGOL GYMRAEG



FFWRNES

## School Development Plan : 2023-2026

# Our School Development Plan

Each academic year, we create our School Development Plan (SDP). This is a plan which identifies the areas we will be working on as a school over the academic year.

As of September 2022, all governing bodies must take account of the following national priorities in setting their improvement priorities:

- ✓ improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience
- ✓ reducing the impact of poverty on pupils' progression and attainment

Our SDP is broken down into priorities which have been identified from a range of sources including self-evaluation; data analysis; feedback from external sources and internal monitoring. The plan is written in collaboration with staff, governors, children and parents. For each priority, a number of actions are planned to take place throughout the year. It is a working document, and although there won't be major changes to the plan, as we put the children at the heart of everything we do, changes may take place to ensure the plan is responsive to the needs of our pupils.

To help increase confidence in, and commitment to the school and its development plan, the school will publish this summary copy on its website. This summary includes :

1. a high-level summary of the school's self-evaluation, communicating the school's main strengths and areas for development;
2. high-level improvement priorities for the current year, planned actions to achieve those priorities; and relevant milestones;  
\*include external support the school will access to help it achieve its improvement priorities during the current academic year (including support provided or brokered by regional consortia) and
3. a report on progress against the previous year's priorities

In this way, parents, carers, and learners will be able to access standardised information that is available for all schools. This will support transparency by providing parents and carers, as well as the wider community, with regular, consistent information about the school and its development.

\*The above is aligned with the expectations set out in the Guidance and information on school improvement and the new framework for evaluation, improvement and accountability.

## Section 1 : A high-level summary of the school's self-evaluation, communicating the school's main strengths and areas for development

3 overarching areas for self evaluation:	<b>What are we proud of here at Ysgol Gymraeg Ffwrnes</b> Things the school does well. Features and/or activities that are unique/innovative to the school. Aspects we want to share and celebrate.	<b>What could we better at here at Ysgol Gymraeg Ffwrnes</b> Areas where the school could be working much more effectively, or things the school could be doing better.
<b>Vision and Leadership:</b>	<ul style="list-style-type: none"> <li>The senior management team has a very robust and purposeful vision in order to drive improvement in the school's provision. Their vision has been purposefully shared with all the appropriate stakeholders.</li> <li>The vision for developing the school is based on the input of a wide range of people, where their opinion has been considered. The vision ensures that there is progress in the standards of all pupils, including those from less privileged backgrounds and gives genuine attention to the national priorities.</li> <li>The school is managed and led by a professional and solid senior leadership team who set a very purposeful development path for the school and demonstrate high expectations of themselves and everyone within the organisation.</li> <li>The governing body is proactive in getting to know the school and takes part in a range of rich activities to collect first-hand evidence of the provision. They effectively hold the headteacher and the school to account for the service they provide and carry out all their statutory duties effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Develop systems to ensure that teaching assistants are part of the performance management process.</li> <li>Developing the practices of organisations that learn across the school.</li> </ul>
<b>Curriculum, Learning and Teaching:</b>	<ul style="list-style-type: none"> <li>Clear and solid progress in the skills and knowledge of the majority pupils across the school.</li> <li>A consistently good level of challenge across the classes which allows most of the pupils to succeed to the best of their ability.</li> <li>A broad and purposeful curriculum that engages almost all pupils.</li> <li>Authentic and practical learning experiences are developed which ensure depth in the learning.</li> <li>The staff have a good awareness of the pupils and most plan purposefully for them which ensures solid progress.</li> <li>In the minority of classes, the teachers use their digital skills extremely effectively to capture the interest of the learners.</li> <li>Almost all the staff vary their pedagogy to ensure progress and progression in the pupils' knowledge and skills e.g. using direct pedagogy to improve language skills and using investigative pedagogy to promote pupils' independence.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop the pupils' digital competency skills and continue to gain the confidence of staff within strand four of digital competency framework.</li> <li>Further develop extended writing opportunities across the school.</li> <li>Reconcile numeracy opportunities across the school to reflect the good practice that exists.</li> <li>Within formal lessons good examples of oral language were observed with pupils across the school, however the skills do not get reflected in informal situations.</li> </ul>
<b>Wellbeing, Equity and Inclusion:</b>	<ul style="list-style-type: none"> <li>The behaviour of almost every pupil is consistently good.</li> <li>The working relationship between the staff and the pupils is very effective.</li> <li>The relationships between the children are successful, and they are ready to collaborate effectively and respectfully.</li> <li>The teachers know the children well and successfully adapt their provision to meet the needs of almost every pupil.</li> <li>The pupil voice has a positive impact on the school's provision, e.g., curriculum planning and the effect of school councils. The school is proactive in working with external agencies to effectively meet the learners' needs.</li> </ul>	<ul style="list-style-type: none"> <li>Further develop opportunities for pupils across the school to make independent choices on how to present information and learn it.</li> </ul>

## Section 2: High level School Development Plan priorities: 2024-2025



Priority 1 : To further develop an authentic curriculum based on inquiry-based learning, in order to promote the best progress for every learner.



Priority 2 : To strengthen mathematical fluency and it's strategic application by developing teaching and questioning methods across the school.



Priority 3 : Share best practices regarding effective learning environments that exist in order to promote well-being and purposeful learning.



Priority 4 : Review ALN (additional Learning Needs) systems and procedures and ensure that the new ALNCo (Additional Learning Needs Coordinator) is confident in their role.

## Section 2.1 planned actions to achieve the SDP priorities; and relevant milestones;

Priority 1: To further develop an authentic curriculum based on inquiry-based learning, in order to promote the best progress for every learner.			Priority 2: To strengthen mathematical fluency and its strategic application by developing teaching and questioning methods across the school.		
Vision and leadership	Curriculum, learning and teaching	Well-being, equity and inclusion	Vision and leadership	Curriculum, learning and teaching	Well-being, equity and inclusion
<b>What we're going to do ...</b> <ul style="list-style-type: none"> <li>• Arrange 'inquiry-based learning' training with the Learning Partnership Wales.</li> <li>• Staff who have received the 'inquiry-based learning' training to investigate its impact in the classroom.</li> <li>• Provide feedback to the whole school on the above research.</li> <li>• Further develop an authentic curriculum that includes elements based on the local area to provide purposeful and meaningful experiences (Furnace/Llanelli area).</li> <li>• Develop a classroom environment that promotes the best progress for every learner.</li> <li>• Opportunities for staff to attend training on inquiry-based learning.</li> <li>• An open, broad stimulus that allows learners opportunities to experiment, inquire, and lead their own learning.</li> <li>• Ensure a 'conclusion' to the learning (at the end of the term) to integrate all the skills learned.</li> <li>• Monitor lessons, including full lesson observations / learning walks / scrutiny of evidence.</li> <li>• Monitor the learning environments.</li> <li>• Monitor planning.</li> </ul>			<b>What we're going to do ...</b> <ul style="list-style-type: none"> <li>▪ 'Winning with Numbers' program - Most staff will be confident in using the structured 'Winning with Numbers' system to ensure learners acquire foundational number knowledge.</li> <li>▪ Learners will gain a solid understanding of foundational number knowledge and develop fluency and confidence in using number facts ('Winning with Numbers').</li> <li>▪ Learners use a definite structure for problem-solving and understand the steps required. They demonstrate resilience, perseverance, and creativity when tackling problems and challenges.</li> <li>▪ Ensure opportunities for learners to solve real-life problems.</li> <li>▪ There are opportunities for learners to engage in mathematical inquiries that deepen their understanding of problem-solving and reasoning.</li> <li>▪ In every classroom, there is a mathematics wall to reinforce the children's knowledge and understanding. The wall is up to date to reflect what is being covered in mathematics at the time.</li> </ul>		
<b>What we'll see when we've done it...</b> <ul style="list-style-type: none"> <li>• The outdoor area is consistently used to enrich learning.</li> <li>• Ensure cross-curricular writing experiences for the pupils.</li> <li>• Ensure the level of challenge is appropriate for the pupils in every class through purposeful differentiation.</li> <li>• The learning environment for some classes in PS2 has been developed to ensure clear learning areas that are large enough for adults to enter for teaching. Remove more tables. Expand pupils' digital experiences.</li> <li>• Termly progress meetings are taking place.</li> <li>• Purposeful activities are being planned for the learners to collaborate.</li> </ul>			<b>What we'll see when we've done it...</b> <ul style="list-style-type: none"> <li>• Many of the pupils can successfully use their mathematical skills when solving mathematical problems.</li> <li>• Pupils are using their numeracy skills across the curriculum to a level consistent with what is seen in specific number sessions.</li> <li>• Many pupils are successfully using their data handling skills, managing to analyse specific information presented in charts and graphs to solve challenging problems.</li> <li>• The majority of pupils can explain the appropriate steps to take to solve challenges where they experience difficulties.</li> <li>• Most pupils can successfully use money skills across the school to solve real-life problems.</li> <li>• Most pupils are competently using their measuring skills in practical activities.</li> </ul>		

Priority 3: Share best practices regarding effective learning environments that exist in order to promote well-being and purposeful learning.			Priority 4: Review ALN (additional Learning Needs) systems and procedures and ensure that the new ALNCo (Additional Learning Needs Coordinator) is confident in their role.		
Vision and leadership	Curriculum, learning and teaching	Well-being, equity and inclusion	Vision and leadership	Curriculum, learning and teaching	Well-being, equity and inclusion
<b>What we're going to do ...</b> <ul style="list-style-type: none"> <li>Consistency within learning environments and the opportunities provided within each classroom.</li> <li>The pupil voice is used to develop specific areas for learning.</li> <li>Purposeful learning areas around the school.</li> <li>Zones within the outdoor areas for Nursery, Reception, Years 1, and 2 are being developed and used purposefully.</li> <li>Interactive displays that promote pupils' understanding and celebrate their work.</li> <li>Arrange training on Learning through Landscapes for all staff.</li> </ul>			<b>What we're going to do ...</b> <ul style="list-style-type: none"> <li>A new ALNCo (Additional Learning Needs Coordinator) has been appointed following the retirement of the previous ALNCo at the school after 13 years of service.</li> <li>The provision for pupils with additional learning needs is very beneficial. The support provided to pupils with complex needs is good. Several intervention programs, skilfully led by teaching assistants in the school, have a very positive impact on the well-being standards of pupils.</li> <li>Assessment outcomes are used purposefully to plan effective intervention programs that meet the requirements of most pupils with additional learning needs. This aspect of the school's work is a strength.</li> <li>Many pupils with additional learning needs are making good progress against their targets, while most pupils with specific complex needs are making exceptional progress.</li> <li>Many pupils with additional learning needs are making good progress against their targets.</li> <li>The school has a digital system for keeping records of learners' ALN.</li> <li>There is a need to change the ethos of the ALN system within the school to be supportive in order to ensure accountability for all staff members.</li> </ul>		
<b>What we'll see when we've done it...</b> <ul style="list-style-type: none"> <li>Almost every pupil can recall previously taught skills and knowledge and can apply them to new, authentic learning experiences.</li> <li>Almost every pupil is a resilient learner. They are confident in taking risks and tackling new challenges, and they understand that they often learn from making mistakes.</li> <li>Almost every pupil assesses their own work and that of their peers maturely, using success criteria robustly. Developing pupils' ability to provide constructive feedback to each other helps them develop analytical thinking skills.</li> <li>Almost all pupils have a strong understanding of their personal learning targets and what they need to do to improve their work.</li> </ul>			<b>What we'll see when we've done it...</b> <ul style="list-style-type: none"> <li>The new ALNCo (Additional Learning Needs Coordinator) has received relevant training and is confident in their role.</li> <li>When our digital ALN system enables staff to access it effectively and purposefully.</li> <li>Staff have the confidence to turn to the ALNCo for relevant support.</li> <li>The school's Additional Learning Needs Register is current and created based on data.</li> <li>An effective tracking system has been established (see priority 1).</li> <li>A governor with responsibility for ALN has been appointed.</li> <li>Effective differentiation in the classroom frees up ALN staff to focus on the pupils for whom provision cannot be made within the classrooms.</li> <li>A simple Provision Map makes the best use of staff qualifications and skills in place.</li> <li>ALN pupils continue to make expected or better progress.</li> </ul>		

### Section 3: A report on progress/impact against the previous year's priorities (2023-2024)

Priority	Impact Did we meet our targets? What was the impact? If not fully met, explain why.
<b>Priority 1 - Improve our learners' Welsh speaking skills and raise the status of the language and respect towards Welsh across the school.</b>	<p>During the observed speaking sessions, almost every pupil was purposefully engaged in the learning and showed enjoyment and enthusiasm in developing their Welsh speaking skills. All staff members had a sound understanding of Welsh grammar and were successful role models for the pupils. As a result, many pupils were developing correct Welsh language patterns in their speech. The teachers challenge and set high expectations regarding the standards of spoken Welsh for the children. Consequently, pupils were making strong progress in their understanding of Welsh grammatical rules, e.g., understanding mutation rules when negating the verb in Year 3. Across the school, there is a noticeable increase in expectations regarding pupils' speaking skills, and learners demonstrate a deep and effective understanding as they mature throughout the school. When conversing with adults, most pupils show a successful understanding of a range of Welsh vocabulary that is appropriate for their age and ability, responding correctly and effectively. Most pupils converse successfully in Welsh within classrooms and with teachers; however, in more informal settings, many pupils continue to revert to English.</p>
<b>Priority 2 - Develop our learners' understanding of the importance of information and data literacy and how this connects to our digital world.</b>	<p>Almost all learners are confident digital learners and are happy to discuss and explain their work completed on computers, feeling confident in handling and managing digital devices. Almost all learners can effectively recall ways to stay safe online, developing more sophisticated strategies with age. This includes strategies for working safely at school and at home, e.g., playing online games while refusing requests from strangers. Almost all older learners understand well that not everything online can be trusted. Nearly all pupils in Years 5 and 6 are developing strategies to address reliability, with Year 5 learners comparing websites and checking with others, while Year 6 learners can name reliable websites.</p> <p>Beneficial interactive and collaborative opportunities are provided for the pupils; however, the opportunities and follow-up varied. Learners have good and beneficial opportunities to use a range of software to create digital work for purposes and to develop learning in authentic contexts. This includes combining text, images, and sound and video. Many younger learners are making good progress in their data modelling skills, including interpretation, but this needs to be developed more robustly with older learners. Data handling has also not been adequately developed in general for using relational databases and record databases.</p> <p>Opportunities for computational thinking also need further development of consistent skills and understanding of computational thinking concepts. All staff have been effectively upskilled on how to teach aspects of strand 4 of the digital competency framework. The coordinator has shared a useful questionnaire to identify where there are gaps in staff skills and has supported them as needed. Staff are now ready to ask for help and identify where there are gaps in their knowledge, and the teachers assist each other internally. A minority of staff are using personal digital skills very effectively to ensure that learning is engaging and captures pupils' interest, e.g., using VR goggles and a 3D printer.</p> <p>As staff develop their understanding of what strand 4 entails, they see a specific purpose in using technological tools across the school. As a result, teachers in the younger classes have established a BeeBot area, setting purposeful activities to develop the pupils' coding skills. The school has deliberately planned to provide experiences for pupils across all strands of the digital competency framework. Consequently, most pupils are developing a broad range of digital skills, including citizenship, production, and collaboration skills. Staff demonstrate creativity in developing pupils' digital skills, e.g., creating catchphrases from Welsh idioms.</p>

<p><b>Priority 3 - Improve the reading and comprehension skills of pupils and develop higher-level reading skills in Welsh.</b></p>	<p>Many of the youngest pupils are beginning to recognize and name a range of letters, matching phonemes and graphemes satisfactorily. As they progress, they use this knowledge to start reading simple words. By Year 2, almost every pupil makes effective progress in developing their basic reading skills. As they move through the school, most use an appropriate range of phonics strategies to decode and read both familiar and unfamiliar words. However, a minority do not fully comprehend what they read and lack time to discuss their individual texts. Many pupils' reading skills develop well according to their age and ability. Around half of the older pupils vary the tone of their voice and use punctuation correctly to demonstrate their understanding when reading novels and purposeful texts. Most pupils develop strategies to practice higher-order reading skills in a purposeful manner to gather information. However, they do not practice the full range of these skills in carousel sessions, and the practice of holding consistent reading carousel sessions is not uniform across the junior department.</p> <p>The school has utilized pre-existing resources to implement this aspect across the school. Progress evaluation: Although a reading carousel had previously existed within the school, staff have purposefully gone further to develop it, ensuring there is a consistent provision across all classes. They have also ensured that pupils' skills are successfully developed as they progress through the school. During the reading carousel, almost all pupils engage positively in learning activities. The sessions are meticulously planned, and the school ensures that the skills developed build progressively, with most pupils by Year 6 showing advanced reading skills, effectively discussing and questioning texts. The school has ensured that beneficial dictionary-use activities are included, which means that most pupils develop independence in finding the meanings of words and synonyms using a thesaurus. A few younger pupils can effectively explain how to use a dictionary successfully. The school assesses pupils' reading skills robustly and ensures that the provision is beneficially differentiated to meet pupils' needs. As a result, most pupils make effective progress in their reading skills. Most teachers effectively question pupils during sessions, ensuring that many pupils develop a good understanding of the features of written texts.</p>
<p><b>Priority 4 - Ensure a consistent level of challenge and tangible and visual resources to further develop learners' conceptual and reasoning skills.</b></p>	<p>While in school, most pupils are making strong progress in their numeracy skills, and there is a clear increase in challenge and achievement over time. Almost every pupil has a solid understanding of value that is appropriate for their age and ability. Most pupils can recall previous learning to help them solve problems, and the numeracy skills of the majority of pupils are successful for their age and ability. Many pupils can successfully use their mathematical skills to solve mathematical problems, although there is no consistent approach used across the school to support this aspect. In some years, pupils use their numeracy skills across the curriculum to a level consistent with what is seen in specific numeracy sessions. However, this is not consistent across the school. Across the school, many pupils are using their data handling skills very successfully, managing to analyse specific information presented in charts and graphs to solve challenging problems. They also succeed in presenting data in graphs skilfully, using the appropriate type of chart and presenting according to the success criteria of the specific chart. Most pupils can successfully use financial skills across the school to solve real-life problems. Most pupils use their measuring skills competently in practical activities. Most pupils can reason logically, especially at the top of the school. However, there is a need to model and strengthen these skills consistently across the school.</p> <p>Consistently across the school, almost every pupil has a solid understanding of standard mathematical vocabulary, and pupils can successfully use this vocabulary when discussing their work. Implementation and impact. In many of the classrooms across the school, the level of challenge in the numeracy activities provided to the pupils is good and reflects what is seen in direct teaching. Most pupils are making successful progress in their numeracy skills across the school. Most pupils across the school demonstrate high levels of independence and self-regulation when tackling specific numeracy tasks. Most pupils across the school are happy to discuss and explain their work.</p>

	<p>Across the school, a variety of interesting and stimulating activities are planned and delivered by staff, ensuring high levels of interest from pupils. The internal environment is well organized. However, the mathematics areas and resources available to pupils can be further developed so that they can tackle numeracy challenges more effectively using visual and concrete resources. Most pupils show resilience when tackling mathematical word problems. However, they do not have a common approach across the school to help them solve these challenges.</p> <p>The environment has been very successfully organized, and most pupils demonstrate high levels of interest and resilience. The learning environment in the older foundational learning years is well-organized and purposeful. However, it can be further developed to allow for more independence in terms of learning choices in those classrooms to further promote pupils' curiosity and enterprise. The outdoor area is used under supervision to carry out focused tasks. However, there is no natural flow of learning from the indoor learning area to the outdoor learning area, and there are few opportunities for pupils to apply their skills in numeracy in the outdoor area. Many pupils can explain how they found the answer using one method well. However, very few could demonstrate multiple different methods of finding the answer and validating their decisions, e.g., by using inverse operations, pictures, concrete resources, digital resources, etc.</p>
Priority 5 - Further develop an authentic curriculum of inquiry-based learning to ensure the best possible progress in our learners.	<p>Almost every member of staff has tried a variety of approaches, and there is now consistent but different pedagogy for each stage of progression. Almost every member of staff has a good understanding of the four purposes, which are an integral part of teachers' planning as seen in weekly floor books. All staff have attended AOLE training provided by the regional consortia. Most staff have a good understanding of the learning descriptions and use 'Building Blocks' effectively for planning. However, there is a need to standardize and refine the teaching and learning approaches across the school and ensure continuity in the pedagogy and curriculum provided. The school has not fully operated as a strategically investigating organization for learning and needs to further evolve its understanding of how to conduct successful and purposeful action research. The school has wisely and purposefully developed a system for tracking pupil progress. They use national testing data purposefully to identify strengths and areas for development. They use it well as part of broader processes of reflecting on pupils' progress. The school has successfully developed the use of progress meetings, ensuring that key stakeholders are part of the discussion. They have developed an effective system to identify individual progress over time and reflect on the progress of individual groups of children. However, there is further room to develop pupils' ability to recognize their strengths and personal development areas.</p> <p>The school strongly believes that every pupil can make progress and celebrates success. The school considers a good range of information when reflecting on pupils' progress. These periods lead to refining provision to meet the needs of pupils. The school is operating and trialling inquiry-based curriculum development in a small selection of classes. However, it is still in the early days of development, so it is too early to measure its impact, and it has not yet become embedded across the school. The school has taken steps to map various opportunities across their curriculum. This ensures that a broad and balanced curriculum is provided to pupils.</p>