Ysgol Gynradd Maes y Deri

Oaklands Primary School

Together Everyone Achieves More

School Development Plan

Published Summary 2024



School self-evaluation: summary

Strengths:

- Pupils, of all abilities, make good progress across the school from their varying starting points.
- Pupils' digital skills are developed well in older pupils, and most pupils use these skills effectively across all areas of their learning.
- Pupils enjoy their lessons and demonstrate a positive attitude to learning.
- There are a wide range of opportunities for pupils to contribute to school life though different pupil voice groups, including School council, Criw Cymraeg, Rights Respecting Schools and COPS
- Pupils report that they feel safe and happy at the school and know who they can speak to if they have concern.
- Staff know pupils and their families very well.
- There is a very strong professional relationship between pupils and staff.
- Classrooms are productive, active and attractive learning environments
- Lessons are well-planned and build sequentially on pupils' knowledge, skills and understanding.
- Staff take account of what pupils want to learn about and their interests influence school themes.
- The school is a very happy and diverse school community. It hosts a centrally funded ASD class for 5-7year olds
- The school has a caring and inclusive ethos built around their school motto, 'Together Everyone Achieves More!'
- The school works successfully with a wide variety of outside agencies to support every child and their families.
- Transition arrangements with ACS, SJB and specialist classes are strong.
- School has a strong focus on developing staff expertise and engaging in professional learning; this helps staff to reflect on their teaching and work together to improve their practice.
- Governors are well informed of the school's work and support the school effectively. They take an active interest and visit regularly to monitor the work of the school.
- A clear vision is in place that aligns closely with the principles of the Curriculum for Wales; this has been developed well with pupils, parents /carers and governors.
- Regular and robust self-evaluation activities are ongoing.

Areas for development:

- Continue to embed the provision for pupils' extended writing by teaching writing explicitly whilst developing pupils' oracy skills.
- Continue to develop the use of manipulatives to obtain mastery in numeracy whilst developing problem solving skills in authentic contexts.
- Develop pupils' skills across the curriculum

- Improve pupil's welsh oracy skills in all contexts
- Since the pandemic and demands of curriculum change, we need ensure senior leaders have sufficient time to carry out robust self-evaluation activities which impact on raising standards of learning and teaching

SCHOOL DEVELOPMENT PLAN EVALUATION 2023/24	
Priority	**Evaluation of progress**
1. To develop the pupils' oracy skills to increase confidence and skills across the curriculum.	Voice 21 training has been cascaded to all staff to increase knowledge and confidence when incorporating oracy strategies across the curriculum and oracy has been made a priority for the school. Discussion guidelines have been developed with all classes at appropriate progression steps and the oracy framework has been displayed in all classes in an age-appropriate way. Nearly all pupils are aware of discussion guidelines and their importance when participating in class oracy tasks. Learning walk identified a range of high quality oracy strategies being used throughout the school. Dips in performance addressed and actions for improvement identified. Progression plan has been used effectively by staff and this was highlighted by learning walk of the voice 21 consultant
2. To continue developing a concept-based curriculum to meet the mandatory elements of Curriculum for Wales (CfW)	Health and Well-being blocks at the beginning of each term provide opportunities for discrete teaching of mandatory CfW elements, particularly RSE. Liaison with CSC AOLE leads to support school level planning in Health and well-being and RVE has had a positive impact on creating school level planning documents; PL regarding RVE for all staff has taken place. Staff have increased knowledge of the changes in RVE requirements and are able to incorporate new themes into their planning. A comprehensive overview and resources for each lesson now exits from N-Y6
3. Further develop pedagogy to ensure quality teaching and learning experiences to meet the needs of all learners	Professional learning for SLT and whole school has increased knowledge and confidence. As a result, the Kath Murdoch model adopted for planning and progression through IBL. SLT have facilitated collaborative planning to inform inquiries which has supported staff at all levels. Staff have a clear understanding of how to plan an inquiry. Further collaboration and planning time has strengthened this approach Learning walk with Improvement partner noted high levels of pupils' engagement and behaviour where pupils were able to reason and explain their learning.

4. To raise standards in Numeracy by embedding a whole school approach to CPA approach and developing numerical reasoning	Pupil assessment data shared with all staff. Actions identified to accelerate progress of individual and groups of pupils making less than expected progress. Learning walk completed to monitor teaching and learning of mathematics and numerical reasoning. Mathematics/numeracy books scrutinized as part of pupil progress meetings with teaching staff. Progress made with school level mathematics curriculum map and school level assessment for mathematics and numeracy. Coverage of mathematics areas, in line with White Rose Education mathematics planning, monitored with reference to teacher planning and pupil books.
5. To effectively implement procedures and practices for ALN pupils in line with the ALNET act	ALNCo has attended a variety of INSETs to include self-evaluation in ALN and ALNCo forums to receive up to date information. ALNCo informs staff of changes and updates in regular staff meetings. ALN and basic skills registers are reviewed and updated termly. All pupils have transferred to the new code of practice and have current IDPs. All children and staff have all about me profiles with input from parents. Provision maps are updated termly and sent to the local authority. Provision maps are used effectively to cost resources to carry out ALP for pupils. This are used and evaluated termly using standardized assessments, PCP tool and observations to measure pupils progress. School has a strong relationship with a variety of outside agencies, including LSS, EP, resilient families, early years transitioning team and preschool settings. Parental relationships are strong and the school arranges coffee mornings with outside agencies to support parents.

SCHOOL DEVELOPMENT PLAN PRIORITIES 2024/25		
Priority	**Key Actions**	**Support**
1. To develop the pupils' oracy skills to increase confidence and skills across the curriculum.	• Revisit pedagogy behind Voice 21. • Staff embed rules for good listening and speaking in classrooms • Staff training and collaboration • Regional development officer to draw up action plan for developing oracy in school • Develop and embed Oracy progression planners, mapping talk tactics/sentence stems	• Voice 21 membership • Regional development officer • Cluster schools
December Milestones • Attend Elevate Oracy Classroom Practice Day 1 training and disseminate to staff. • Undertake Oracy surveys of pupils and staff. • Classroom oracy displays and learning walk. • Establish good rules for speaking and listening in classrooms. • Staff will provide two Get writing planners and an example pupil writing journey. • Staff will participate in Writing Hub training sessions.	**March Milestones** • Attend Elevate Oracy Classroom Practice Day 2 training and disseminate to staff. • Action plan is embedded in classroom practice. • Oracy strands and talk tactics being used effectively in all classes. • Staff will provide two Get writing planners and an example pupil writing journey. • Undertake learning walk	**July Milestones** • Attend Elevate Oracy Classroom Practice Day 2 sharing of school practice. • Provide examples of oracy practice from across the school/subject areas in portfolio. • Establish a whole school oracy progression plan with yearly development of sentence stems. • Staff will provide two Get writing planners and an example pupil writing journey.
2. To develop pupils' digital skills across the curriculum	• Staff training to enhance proficiency and understanding of DCF • DCF framework in place detailing expected progression/competencies from N -Y6 • Develop tracking spredsheet • Share work with all stakeholders, parent, governors • Ensure robust self evaluation processes in place.	• Hwb digital network team • LA network • CSC

December Milestones • Whole staff to attend Hwb Digifest training for INSET day. • Provide parents with Teams training sessions. • Buddy system in place for staff to share ideas and offer support. • Share cluster progression maps. • Share DCF framework • Begin to develop age-appropriate cross-curricular activities. • Staff to provide examples of planning and pupil work. • Listen to learners and share pupil work.	**March Milestones** • Further develop age-appropriate cross-curricular activities. • Staff to provide examples of planning and pupil work. • Listen to learners and share pupil work. • Whole school to take part in Internet Safety week. • Governors to complete learning walk. • Begin to develop assessment matrix.	**July Milestones** • Completed DCF portfolio shared with staff. • Presentation of work to governors. • Continue to develop age-appropriate cross-curricular activities. • Staff to provide examples of planning and pupil work. • Assessment of pupils' skills.
3. To improve pupils' oracy skills in Welsh	• Audit of staff competencies and arrange professional learning • Ensure staff have good knowledge of the Welsh Language continuum at their stage • Use Criw Cymraeg to promote Cymraeg around the school • Hold parental engagement events • Work towards accreditation in Cymraeg Campus • Robust cycle of monitoring	• CSC playlists • Professional learning : National centre for Learning Welsh
December Milestones • Audit of staff skills completed • Staff to undertake training • Welsh continuum and its links with CfW used by all staff • Criw Cymraeg having positive impact across the school • Resources from CSC website embedded into classroom practise • Monitoring through Listening to learners	**March Milestones** • Further training for key staff • All environments both inside and outside the classroom promote welsh ethos and culture • Criw Cymraeg to monitor use of welsh around the school • Engagement for parent and wider community • Monitoring through Learning Walk and L2L • Working towards targets in Wobr arian	**July Milestones** • Criw Cymraeg to monitor use of welsh around the school • Pupils vocabulary and fluency increased • Parental engagement in Dewch, Dathlu Dysgu sessions
4. To develop pupils' skills in Numeracy across the curriculum	• Use the skills rubric to assess cross curricular numeracy	• CSC network meetings • CSC professional learning

	• Pupil data analysed and shard and used to inform planning • Share calculation policy with all staff • Robust self-evaluation to track development of skills throughout the phases.	• Bespoke support
December Milestones • AOLE lead to attend CSC network meetings for Mathematics and Numeracy • Pupil assessment data to be analysed and shared with all staff (September assessment window) • Diagnostic information used to inform planning of mathematics • CPD focussing on CPA approach and use of manipulatives • CPD focussing on approaches to developing numerical reasoning • Undertake learning walk to observe mathematics and numerical reasoning in action • Scrutiny of mathematics books and pupil work • Gather pupil voice to gauge perceptions and feelings of pupils towards mathematics • Review curriculum overview for mathematics	**March Milestones** • AOLE lead to attend CSC network meetings for Mathematics and Numeracy • Pupil assessment data to be analysed and shared with all staff (December assessment window) • Clear progression established in mathematics to inform teacher-level formative assessments • Undertake learning walk to observe mathematics and numerical reasoning in action • Scrutiny of mathematics books and pupil work • Monitor planning for mathematics and numerical reasoning • Audit of staff confidence and competence with the teaching of mathematics and numerical reasoning	**July Milestones** • AOLE lead to attend CSC network meetings for Mathematics and Numeracy • Pupil assessment data to be analysed and shared with all staff (May/June assessment window) • Scrutiny of mathematics books and pupil work • Monitor planning for mathematics and numerical reasoning • Review curriculum overview for mathematics
5. To raise standards in attendance	• Attendance policy reviewed • Termly reports by the HT to the GB • Parents receive regular information about the importance of attending school • Regular analysis of different groups of pupils' attendance to identify and address any emerging patterns in attendance • Referrals made to AWS were needed • Rewards and certificates promote positive attendance	Attendance and wellbeing service

December Milestones	March Milestones	July Milestones
• Attendance policy in place • HT reports to GB • Regular information to parents on promoting attendance • Attendance procedure in place and followed e.g. First day response • Attendance analysed regularly to include groups of vulnerable pupils • Pupils certificates and awards	• HT reports to GB • Regular information to parents on promoting attendance • Attendance procedure in place and followed e.g. First day response • Attendance analysed regularly to include groups of vulnerable pupils • Pupils certificates and awards	• HT reports to GB • Regular information to parents on promoting attendance • Attendance procedure in place and followed e.g. First day response • Attendance analysed regularly to include groups of vulnerable pupils • Pupils certificates and awards