

Evaluation of School Development Plan 2023-24- High Level Summary

Priority Area 1: Improve standards in LLC with a focus upon oracy and reading				STRONG PROGRESS
*In oracy, tracking data shows many learners across the school show strong oracy skills. This is supported by well-planned oral presentations that take place in all classes. These enable learners to practice skills of presentation, listening, questioning and responding. Recording of presentations enables older learners to peer and self-assess critically to support next steps. *There is a whole staff commitment to continuing to promote spoken Welsh, both within and outside the classroom. Staff have engaged in PL supporting a wider repertoire of ideas which have been shared widely and implemented. Consequently, there has been a marked improvement in the quality of Helpwr Heddiw being implementing daily in practice. This has supported positive progress in acquisition of language patterns and confidence in learners. Ciriw Cymraeg is effective group with a broad range of responsibilities being led by learners including shared games, parental engagement sessions. This work is supporting evidence for the school's accreditation for the Cymraeg Campus silver award. *Personalised assessment data outcomes for National Reading Tests are very strong. Around a quarter of learners in every cohort achieved SS at the very highest range. The very few learners with SS below 85 are being supported with bespoke targeted intervention which is improving sight vocabulary and fluency.				
Year Group	>85	85-115	116+	Additional-125+ MAT
2	7%	66%	31%	28%
3	3%	37%	60%	20%
4	7%	50%	43%	23%
5	-	47%	53%	37%
6	3%	33%	63%	30%
National Group Reading Test data is very strong in Y5&6, with fewer learners in Y3&4 at above expected range. This test targets higher order reading comprehension skills. Continued focus upon texts within class literacy lessons as well as guided reading will be planned in new academic year.				
Year Group	>85	85-115	116+	Additional-125+ MAT
3	7%	77%	17%	7%
4	-	70%	30%	10%
5	-	50%	50%	23%
6	3%	33%	63%	30%
Analysis of reading age V chronological age shows many learners with very strong comprehension skills. However, a minority of learners in one of the cohorts show weaker comprehension skills. Identified learners have continued to receive targeted support this year. Comparative data for this cohort show improvement in a majority of learners between their reading age and chronological age, successfully working to close the attainment gap. Identified pupils will continue to receive bespoke support.				

Priority Area 2: Improve provision of digital skills across the curriculum	STRONG PROGRESS
Whole staff PL as part of cluster working has secured staff confidence to deliver curriculum breadth in a planned and progressive way. Digital skills are comprehensively planned and strands of DCF have been mapped to provide opportunity to access a range of software and hardware through purposeful cross curricular learning e.g. creating podcasts to talk about tourism in Mexico, stop animation to retell the story of the eruption of Vesuvius over Pompeii in Roman times. Digital Lead has been part of a network sharing medium term plans detailing progression in coding. As such, older learners have confidence in programming microbits, spheros to solve a problem. Learning journals are being used effectively across Upper School to showcase learning and independent digital skills. Outcomes have been shared with Governors and parents in sharing events. Learners openly show a sense of pride in their online work and confidently talk about the skills they have developed through their learning. In Lower School learners use a range of digital devices seamlessly in their experiences and they show high levels of independence.	
Priority Area 3: Provide beneficial opportunities for pupils to develop independent skills in learning experiences	ADEQUATE PROGRESS
Whilst there has been significant development in this priority during 23/24 and progress is positive, it is clear this needs further development and opportunity to embed these principles in practice, as this year has been about introducing strategies and developing pedagogy. Though the work in setting learners more open-ended tasks is developing, this will take time for both teachers and learners to adapt to (particularly in the Upper School). This was qualified in SIP summer term SSE. In many classes Discovery books provide a wealth of examples of rich, authentic learning activities providing opportunities for creativity, critical thinking and individual expression. In Maximising opportunities for learners to respond to challenges in individualised, expressive ways is an area for development in Upper School next year. Across Lower School, pupils use areas of learning independently and staff work hard to plan appropriately challenging enhancements to these areas which are authentic and promote independence. Questioning is used effectively to assess progress, move learning forward and promote independence. Whole school rapid action plan has been developed and reviewed during the summer term with next steps identified. Lower School learning walk has shown positive outcomes in learner independence, supported by enabling adults and the environment. PL undertaken with support staff has been used as a case study for EAS Osbaston Case Study (adobe.com)	
Priority Area 4: Secure high levels of well-being for all with a focus upon quality support and intervention for vulnerable learners	STRONG PROGRESS
PDG spend is carefully planned, to fund support staff to lead interventions in wellbeing, literacy and numeracy. Provision of support for vulnerable learners is good. Focused interventions across Lower School ensure progress of identified learners targets specific core skills in literacy and numeracy. Individual learners are closely tracked and entry and exit data is used effectively to measure progress. In Upper School, a more bespoke programme of precision teaching is being used to target core skills in reading, spelling and numeracy. Outcomes are positive and learners benefit from regular support to practise and master specific objectives. An increasing number of learners are benefitting from regular ELSA sessions. However, there is a need for social and emotional learning sessions to become more focused and taught regularly in classes, with teachers promoting importance of emotional wellbeing. Pupil Leadership Teams are representative of the school's various vulnerable groups including eFSM pupils, who are encouraged to have an active voice in the school's improvement journey. Attainment and attendance of eFSM learners is not significantly below non eFSM; however, numbers across the school are low.	

The school's anti-poverty strategy is part of the cluster schools' vision and mission that no child misses out due to poverty. The work has been acknowledged as a case study by EAS.

Priority Area 5: Improve pupils' application of skills in mathematics and numeracy

STRONG PROGRESS

Personalised assessment outcomes in procedural numeracy are very strong with more than half of learners in Y2-Y6 achieving SS of 115+.

Year Group	>85	85-115	116+	Additional-125+ MAT
2	-	48%	52%	31%
3	3%	50%	47%	20%
4	3%	43%	53%	40%
5	-	50%	50%	37%
6	-	27%	73%	27%

Outcomes in numerical reasoning are good with around one third of learners in Y2-Y6 achieving SS of 115+.

Year Group	>85	85-115	116+	Additional-125+ MAT
2	-	62%	38%	17%
3	3%	73%	23%	13%
4	-	70%	30%	13%
5	-	63%	37%	17%
6	3%	53%	43%	27%

There are well planned opportunities for learners to apply numerical skills across the curriculum. In Lower School good use is made of the learning environment to plan authentic opportunities for learners to independently apply their skills. Across the Upper School learners explore maths through a wide range of relevant and meaningful learning experiences linked to topic themes.

Whilst provision overall is strong, there is now a greater need for teachers of older learners to plan a breadth of experience and concepts which enables learners to revisit concepts regularly, e.g financial literacy as this is reflected in skills analysis of personalised assessment data.