

## OVERVIEW / SUMMARY



### School Development Plan : Ysgol Gymraeg Brynsierfel

# 2023-2026

*To be published on the school's website*

# Our School Development Plan

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

From September 2022, all governing bodies must consider the following national priorities when setting their improvement priorities:

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

Our SDP is divided into priorities that have been identified from a range of sources including self-evaluation; data analysis; feedback from external sources and internal monitoring. The scheme was written in collaboration with staff, governors, children and parents. For each priority, a number of actions are planned throughout the year. It is a working document, and while there will be no major changes to the scheme, as we put the children at the heart of everything we do, changes may take place to ensure that the scheme is responsive to the needs of our pupils.

To help increase confidence in and dedication to the school and its development plan, the school publishes this summary copy on our 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 priorities for the current year, actions designed to achieve those priorities; and relevant milestones  
\*including external support received by the school to help it achieve its priorities for improvement during the current academic year (including support given or brokered by regional consortia)
3. report on progress against previous year's priorities

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

\*The above is in line with the expectations set out in the School Improvement Guidance: a framework for evaluation, improvement and accountability

**Section 1 : A high-level summary of the school's self-evaluation, communicating the main strengths of the school and the areas to be developed**

3 overarching fields for self-evaluation :	What we are proud of here at Ysgol Gymraeg Brynsierfel Things the school does well. Features and/or activities that are unique/innovative to the school. Attitudes we want to share and celebrate.	What can we do better here at Ysgol Gymraeg Brynsierfel Areas where the school could be working much more effectively, or things that the school could be doing better.
<b>Vision and leadership</b>	<ul style="list-style-type: none"> <li>The Senior Management Team has a clear vision for ensuring learner progress and development in a comprehensive, safe atmosphere.</li> <li>The vision of the leaders is constituted with the input of all stakeholders.</li> <li>The school is passionate about growing leaders in various endeavors across the school, be they MDaPh leaders or senior managerial leaders.</li> <li>Practitioners, at all levels of responsibility, have strong professional relationships that enable transparent and honest communication. This ensures that the school is managed effectively and that everyone's opinion is valued.</li> </ul>	<ul style="list-style-type: none"> <li>Empower Learning and Experience Veteran leaders to possess self-evaluation and evaluate provision, standards and Learning with Teaching across the school.</li> <li>Ensuring that the voice of parents and guardians is heard in the planning of school improvement e.g. in the School Development Plan</li> </ul>
<b>Curriculum, learning and teaching</b>	<ul style="list-style-type: none"> <li>The teachers know the students well and make specific plans for them, which guarantees constant improvement.</li> <li>Teachers in the minority of courses make excellent use of their digital talents to distract students.</li> <li>Almost all staff use a variety of pedagogical methods to guarantee that students' knowledge and abilities develop, such as using direct pedagogy to improve language proficiency and encourage student independence through curious pedagogy.</li> <li>The abilities and knowledge of the majority of the school's students have increased clearly and firmly.</li> <li>Each class offers a consistently high level of challenge, enabling the majority of students to perform to the best of their ability.</li> <li>A purposeful and wide-ranging curriculum that engages almost all students.</li> <li>Real and authentic learning experiences are created to guarantee that the learning is deep.</li> </ul>	<ul style="list-style-type: none"> <li>Further develop curiosity with learner independence</li> <li>Pedagogies used in the minority of classes in school need further development.</li> <li>The environment in a small number of classes is not properly designed enough and not all staff know what the areas intend in order to challenge and support the progress of the pupils as sound laziness. As a result, the levels of commitment and curiosity of the minority of pupils are low.</li> </ul>

<p><b>Wellbeing, equity and inclusion:</b></p>	<ul style="list-style-type: none"> <li>• The school is an institution that is passionate in its ability and passion for ensuring a safe and warm environment for all learners.</li> <li>• The school has extremely cordial relationships with families, particularly vulnerable families and families of learners with ALN.</li> <li>• Almost all pupils are always well behaved.</li> <li>• There is a very productive working connection between the students and the staff.</li> <li>• The children get on well with each other and are willing to work together in a courteous and productive manner.</li> <li>• Because they know the students well, the teachers are able to successfully adapt their instruction to meet almost all of the students' requirements.</li> <li>• Student input benefits school operations, such as curriculum design and the influence of school councils. To meet the needs of the students are successful, the school takes over working with other institutions.</li> <li>• The school's remedial methods are very successful. The school listens extremely effectively to its parents and prides itself on its Open Door culture and strives to build healthy relationships between learners, in a holistic environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Providing bespoke opportunities, in each class, for learners to develop their curiosity and independence.</li> <li>• Ensure that the restorative approaches and disciplinary processes are clear to all learners, and to all practitioners.</li> </ul>
--	---	---

## Section 2 : High level School Development Plan Priorities: 2023-2024



Priority 1 : Ensure that the environment and learning experiences promote the pupils' independence in the Foundation Phase Learning to develop successfully.



Priority 2 : To further develop pupils' extended writing skills for a range of purposes and audiences.



Priority 3 : Refine self-evaluation processes by upskilling practitioners to play a key role to raise standards in a purposeful timetable.



Priority 4 : To strengthen the provision for monitoring and improving pupils' attendance, particularly for those eligible for free school meals.



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

<ul style="list-style-type: none"> <li>Priority 1 : Ensure that the environment and learning experiences promote pupils' independence in the Foundation Learning Phase to develop successfully.</li> </ul>			<ul style="list-style-type: none"> <li>Priority 2 : Further develop learners' extended writing skills for a range of purposes and audiences.</li> </ul>		
Vision and leadership	Curricula, Learning and Teaching	Wellbeing, Equity and Inclusion	Vision and leadership	Curricula, Learning and Teaching	Wellbeing, Equity and Inclusion
<p><b>What we're going to do...</b></p> <ul style="list-style-type: none"> <li>Ensure consistency in learning environments, expectations and day-to-day routines.</li> <li>Ensuring that each of the teachers provides a wide range of rich, stimulating learning experiences that have all four purposes at their core.</li> <li>Provide opportunities for staff to observe good practice to empower them to provide regular opportunities for pupils to transfer knowledge and apply their skills to meaningful activities across the curriculum.</li> <li>Be researchers of pedagogy with effective pedagogy.</li> </ul>			<p><b>What we're going to do...</b></p> <ul style="list-style-type: none"> <li>Organize to scrutinise Progression Steps' work to understand where each class is now and share good practice and practice.</li> <li>Contact local schools in the area to share good practice they have regarding extended writing tasks.</li> <li>Assess all learners in Years 3 – 6 at Read Write inc.</li> <li>Any specific professional development courses that relate to this priority in the next two terms.</li> <li>Visit local schools to see any good practice they have about extended writing tasks.</li> <li>Group learners from years 3-6 at Read Write inc (those off Read Write inc may have extended writing sessions)</li> <li>Hold periodic "publishing" events where students can share their completed writing pieces. This can take the form of a class blog, an in-class display board, or an internal writing contest.</li> </ul>		
<p><b>What we see when we've done it...</b></p> <ul style="list-style-type: none"> <li>✓ Learners in the youngest classes of Foundation Learning will have robust and relevant experiences to learn skills identified in the Developmental Pathways.</li> <li>✓ Skills modelling will be effective enough for pupils to be able to make good progress and as a result, learners will successfully carry out the tasks set.</li> <li>✓ The ongoing areas of provision will be designed effectively, and staff will know what the areas intend to challenge and how to support progress.</li> <li>✓ An increase in learner independence will be evident during lesson learning and observation missions.</li> <li>✓ Learners will be able to independently determine the strategies of methods for problem solving.</li> </ul>			<p><b>What we see when we've done it...</b></p> <ul style="list-style-type: none"> <li>✓ Most learners are oblivious to the process of extended writing about different genres.</li> <li>✓ Most learners at all stages of progress write in a variety of genres and are confident in their doing.</li> <li>✓ A clear progression from nursery to year 6.</li> <li>✓ More extended writing in learners' books across the school.</li> <li>✓ The extended writing is age appropriate, and within the learner's reach.</li> <li>✓ An increase in the work of the majority of learners across the school.</li> <li>✓ The standard of language used within the extended writing improves.</li> <li>✓ The standard of spelling used within the extended writing improves.</li> </ul>		

<ul style="list-style-type: none"> <li>✓ All learners will demonstrate strong levels of curiosity and independence.</li> <li>✓ All staff know the pupils well and meet their needs effectively.</li> <li>✓ The pedagogy used in the younger years of school will be further developed.</li> <li>✓ The environment will be designed correctly. As a result, the commitment and curiosity levels of the majority of learners will be age and ability appropriate.</li> <li>✓ Being outdoors will be an integral part of every learner's authentic learning experience.</li> <li>✓ Experiences will encourage children's independence and provide a risk challenge and opportunities to experience success.</li> <li>✓ The environment will enable learners to express themselves creatively, physically and imaginatively.</li> </ul>					
<ul style="list-style-type: none"> <li>• <b>Priority 3 : Priority 3 : Refine self-evaluation processes by upskilling and growing practitioners, to play key roles, through a robust timetable to raise standards.</b></li> </ul>			<ul style="list-style-type: none"> <li>• <b>Priority 4 : Curing provision for monitoring and improving pupil attendance particularly for those eligible for Free School Meals.</b></li> </ul>		
Vision and leadership	Curricula, Learning and Teaching	Wellbeing, Equity and Inclusion	Vision and leadership	Curricula, Learning and Teaching	Wellbeing, Equity and Inclusion
<p><b>What we're going to do...</b></p> <ul style="list-style-type: none"> <li>▪ There is an interim senior management team in the position who are experienced senior leaders at the school.</li> <li>▪ The headteacher has a CPCP qualification and is registered on a further professional development precinct, for two years for newly appointed headteachers through Partnership.</li> <li>▪ Roles and responsibilities need to be reviewed due to staffing changes.</li> <li>▪ Job descriptions have not been reviewed for a significant period of time – this is now in place.</li> <li>▪ Monitoring processes are in place that align with the school's priorities. Monitoring reports recognise the areas for development and feed directly into the school's development plan. However, the focus of the monitoring system is on the method to be used instead of the standard to be evaluated.</li> <li>▪ The school is an institution of self-improvement and honest in their self-reflection.</li> </ul>			<p><b>What we're going to do...</b></p> <ul style="list-style-type: none"> <li>▪ Organise weekly TAF sessions within the school to help engage with parents.</li> <li>▪ Internal training for staff on school attendance and policy on how to address this.</li> <li>▪ Discuss attendance during Educational Support Advisor visits</li> <li>▪ Daily monitoring of Teacher Centre and phone parents of learners who are absent without reason, update TC accordingly</li> <li>▪ Sharing seasonal individual attendance letters during parents' night</li> <li>▪ Send out letters 1 and 2 as needed to learners under 80%</li> <li>▪ Monitoring groups of learners every half term – ALN, FSM</li> </ul>		

<ul style="list-style-type: none"> <li>▪ Traditionally, the senior management team has been involved in the monitoring process. The skills of new skills/MPaPh coordinators are going to be developed to enable effective self-evaluation.</li> <li>▪ Ensure all staff have a clear picture of the professional standards in which they work.</li> <li>▪ Governors are part of the self-assessment</li> </ul>	
<p><b>What we see when we've done it...</b></p> <ul style="list-style-type: none"> <li>✓ Middle leaders and coordinators are clear of their roles and effective in recognising strengths and weaknesses in their area of responsibility.</li> <li>✓ Leaders at all levels provide clear and effective guidance to staff on how to further improve provision based on first-hand evidence.</li> <li>✓ All staff have a clear picture of their roles and responsibilities.</li> <li>✓ All staff have a clear understanding of the national professional standards.</li> <li>✓ The inspection areas are accompanied by a monitoring schedule and processes are driven by the standard to be evaluated.</li> </ul>	<p><b>What we see when we've done it...</b></p> <ul style="list-style-type: none"> <li>✓ The school's attendance rate increases to 93% or higher by the end of the academic year.</li> <li>✓ Incremental improvements are seen each season, with increases of at least 0.5% per season</li> <li>✓ Learners with attendance below 85% are reduced compared to the previous academic year.</li> <li>✓ Regular and proactive communication with parents, including attendance reports and updates, reaches 100% of families each term.</li> <li>✓ Targeted interventions (e.g. attendance support meetings or checks) are carried out for all learners who fall under 90% present.</li> <li>✓ All teaching and support staff receive training on school attendance policy and strategies to support improved attendance.</li> <li>✓ Attendance remains consistently above 93% for two consecutive terms, indicating sustainable improvement and learner engagement in regular attendance.</li> </ul>

### Section 3 : Report on progress/impact against previous year's priorities (2022-2023)

Priority	Impact Did we meet our targets? What was the impact? If not fully met, explain why.
<p>Priority 1</p> <p>Courage teaching to enable pupils to be more independent in what they learn and how they learn.</p> <p><i>To refine teaching to enable pupils to exercise more independence in what and how they learn.</i></p>	<p>Throughout our school, enquiry-driven learning is now central to the curriculum, allowing learners to delve deeply into topics through practical experiences and research. In Sequence Phase 3, we have reintroduced 'Challenger 'Sierfel'. These independent challenges allow learners to exercise greater choice and autonomy in their learning. These challenges are designed to encourage learners to set their own goals, solve problems creatively, and manage their time effectively, fostering a sense of independence and self-discipline.</p>
<p>Priority 2</p> <p>Further develop pupils' extended writing skills for a range of purposes and audience</p> <p>Was.</p> <p><i>To further develop pupils' extended writing skills for a range of purposes and audiences.</i></p>	<p>In Progression Stages 2 and 3, the process of extended writing is clearer since it was decided to use one literacy book and one query-based book. Work is no longer lost between query-based tasks.</p> <p>We have also reviewed the way we write the extended task in both languages. If the first task is written in Welsh in their literacy books, the second task needs to be written in English in their enquiry books. Instead of revisiting each feature in detail of the specific extended writing genre in the second language, we will use a table to summarize the features. This will give learners more time to complete the written task in the second language.</p> <p>There is still room for improvement in terms of how many genres are included in each year group, but we are now putting strategies in place to improve learners' spelling and speech language to help with the extended writing tasks.</p>
<p>Priority 3</p> <p>Improving Welsh Lafaredd standards in pupils' attitudes to Welsh in Foundation Learning.</p> <p><i>To improve standards of Welsh Oracy in attitudes of pupils to the Welsh language in Foundation Learning.</i></p>	<p>'Criw Cymraeg' has been re-established where children from Years 5 and 6 are scheduled to play in the junior yards. During these playtime sessions the 'Criw Cymraeg' help promote the Welsh language by introducing Welsh games such as 'Faint is the bell Mr Blaidd'. They are also taking the opportunity to develop the conversational Welsh of younger learners. Year 5 and 6 learners use the sandwich effect (Welsh, English, Welsh). This has proven effective, as younger learners look up to Year 5 and 6 learners.</p> <p>Most staff have received Fanla training, and this has taken root in the Early Years.</p>