



Ysgol Caersws School

Crynodeb Cynllun Datblygu Ysgol 25-26 / School Development Plan Summary 25-26

TROSOLWG O HUNANWERTHUSIAD YR YSGOL / SCHOOL EVALUATION OVERVIEW

Gweledigaeth ac Arweinyddiaeth / Vision and leadership

There is a clear vision for the school and robust systems in place for moving the school forward, including an effective monitoring program that supports school leaders in evaluating the school's strengths and identifying the areas for improvement. The school has effective leadership in the form of its governing body, headteacher and acting deputy headteacher, and there are professional learning opportunities in place for all staff. The school budget / finances are well managed, and the school has an effective system for reviewing policies in place. The school now needs to recruit and strengthen the contribution of parent governors.

Cwricwlwm, dysgu ac addysgu / Curriculum, learning and teaching

Staff work very well together to ensure all pupils make good progress during their time at school, planning engaging and stimulating activities which inspire pupils to learn and develop their skills across all AOLE. Pupils and staff are enthusiastic about the curriculum. Staff have committed to developing its content and now have a clear understanding of the non-negotiables of our curriculum, including Literacy, Numeracy, RSE, RVE and our Welsh language and Digital expectations. The school has identified the further development of Welsh and writing as the next steps in its curriculum journey. We aim to improve writing outcomes across the school, by providing opportunities for pupils to create extended writing pieces and to write across the curriculum applying sentence and word level skills, and we would like to continue to develop and embed the use of the Welsh language across other areas of learning experience, applying the vocabulary and structures learned in Welsh lessons to other school contexts. In addition, we want to strengthen our teaching and learning approaches, by maximising learning opportunities, and by taking the time to reflect on the measures introduced and actions taken over the last few years.

Lles, tegwch a chynhwysiant/ Well-being, equity and inclusion

The school is a friendly and caring environment where all pupils feel happy and safe. Staff know the pupils well and support their well-being needs effectively. Pupils know who to ask if they need help and there is a strong relationship of trust and respect between them and staff; these excellent relationships extend to parents, outside agencies and cluster schools. The school has strong safeguarding processes in place and its provision for pupils with ALN is strong. Attendance levels at the school are good and nearly all pupils behave extremely well and have positive attitudes to learning.

BLAENORIAETHAU A CHYNNYDD 24-25 (Y FLWYDDYN DDIWETHAF) / PRIORITIES & PROGRESS 24-25 (LAST YEAR)

Blaenoriaeth 1/Priority 1:

Meet the needs and raise the aspirations of all pupils, particularly those from disadvantaged backgrounds, to enable them to improve their educational outcomes and achieve their full potential.

Cynnydd / Progress-

The school feels we have made strong progress with this priority. The staff have a better understanding of the impact of poverty on learning and attainment, and the school has adopted a whole-school approach to tackling the impact of poverty for our pupils and their families. There are a range of new school policies in place, including a new attendance policy and our curriculum has been considered to ensure pupils (particularly those in older year groups) have an awareness of poverty related themes. The school has put in place various actions which have supported pupils in raising attainment and aspirations, including using the RADY program.

Blaenoriaeth 2 / Priority 2:

To construct a curriculum which incorporates opportunities for the development of mandatory curriculum elements, including 'Religion, Values and Ethics' and 'Relationships and Sexuality Education' and which celebrates and promotes an awareness of diversity, with a focus on anti-racism.

Cynnydd / Progress-

The school feels we have made strong progress against this priority. The school has now developed a whole-school approach to the teaching of RVE and RSE with the provision in both mandatory curriculum elements being implemented effectively and far more regularly than in previous years. As a result, pupils are showing interest and enthusiasm when learning about others' beliefs, values, traditions and ethics, are showing a respectful attitude to others, and are positively promoting anti-racism through their words and actions.

Blaenoriaeth 3 / Priority 3:

Ensure there is a robust system in place for reviewing school policies.

Cynnydd / Progress-

The school has made very good progress against this priority as the headteacher has had the appropriate time and focus to review and re-write a range of school policies, which are now effectively in place.

BLAENORIAETHAU A CHYNLLUNIAU 25-26 (Y FLWYDDYN HON) PRIORITIES & PLANS 25-26 (THIS YEAR)

Blaenoriaeth / Priority	Gweithredoedd / Actions
<p>Priority 1- Embed the Welsh language across the curriculum by applying vocabulary and structures learned in Welsh lessons to other areas of learning and contexts.</p>	<ul style="list-style-type: none"> ➤ Professional Learning- All staff to understand the importance of developing their own knowledge and use of the Welsh language. ➤ Professional Learning- Teachers to have considered appropriate research questions for this priority e.g., How does integrating the Welsh language across various subjects and everyday contexts enhance pupils' overall educational experience and cultural understanding? How can Welsh language learning be integrated across different areas of the curriculum promoting a holistic and engaging experience? ➤ Environment- All school areas to contain bilingual displays and signage, with each class having interactive topic displays containing the appropriate level of Welsh. ➤ Oracy / Learning- Pupils' confidence and use of the Welsh language will be increased. ➤ Across the Curriculum- Teachers will ensure the Welsh language is embedded across the curriculum with increased opportunities for pupils to apply the vocabulary and structures learned in Welsh lessons to other areas of learning experience and contexts. ➤ Criw Cymraeg- Criw Cymraeg will increasingly lead the school in our Welsh development by promoting and encouraging the use of Welsh and by fostering a positive attitude towards the language.
<p>Priority 2- Further improve pupil writing outcomes by providing opportunities for pupils to apply and refine sentence and word level skills across the curriculum.</p>	<ul style="list-style-type: none"> ➤ Professional Learning- All staff to receive the appropriate and effective professional development including training and coaching, so all staff become experts in teaching writing. ➤ Professional Learning- Teachers to have considered appropriate research questions for this priority, e.g. How can we effectively enhance the quality of pupils' written work across the school? ➤ Environment- The school to develop a positive writing culture that motivates pupils and fosters a love of writing. ➤ Whole-school approach- The school will develop a well-planned writing curriculum that ensures pupils are taught and have sufficient opportunities to practice and apply the foundational writing skills of spelling and sentence building. ➤ Resources- Resources will be explored to support writing development and pupils' learning journeys. ➤ Assessment- Staff will carefully monitor the progress in writing skills for individual pupils and cohorts of pupils. ➤ Assessment- Specific support will be identified and implemented as needed. ➤ Spellings- The school will develop a systematic approach to the teaching and learning of spelling that acknowledges and includes phonics, orthography, morphology and etymology.
<p>Priority 3- Refine teaching and learning processes to build on pupils' existing knowledge, ensuring all learners, including those with ALN or disadvantages, are appropriately challenged and supported to achieve their full potential.</p>	<ul style="list-style-type: none"> ➤ Professional Learning- All staff to receive appropriate and effective professional development including training and coaching, to ensure effective teaching and learning approaches are identified and implemented. ➤ Curriculum planning- In continuing our curriculum design, teachers need to ensure that all learning is purposeful with a key focus on developing skills, knowledge and experiences. ➤ Teaching and learning processes- Staff will differentiate learning experiences to meet the needs of all pupils, tailoring content, learning activities, and assessments to suit students' individual learning styles, abilities, and interests. ➤ Independence- Pupils will be actively engaged in their own learning, making them active participants who are able to make decisions and solve problems. ➤ Marking and Feedback- Marking and Feedback will be consistent and continuous across each area of learning experience and age range within the school, it will inform planning and will enhance pupils' learning, supporting them in becoming reflective learners. ➤ Progress- The school will strengthen the processes used to monitor progress, and staff, pupils and parents / carers will have a good understanding of the progress pupils make.

CYMORTH ALLANOL I GYFLAWNI BLAENORIAETHAU / EXTERNAL SUPPORT TO ACHIEVE PRIORITIES:

The school continues to engage in professional dialogue.

The school seeks opportunities to participate in professional learning courses.

The school welcomes all school-to-school support and appreciates all opportunities to collaborate with cluster schools and schools further afield.

The school accepts all support and advice provided from the LA authority, including the School's Improvement Advisor, the Welsh advisory service team, and the CFW education team.

The school welcomes the opportunity to work with the local community and outside organisations.