Ysgol Caersws School

Crynodeb Cynllun Datblygu Ysgol 26-27 / School Development Plan Summary 26-27

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 deputy headteacher, and there are professional learning opportunities in place for all staff; the school has completed its first year of PDR (Professional Development Review). The school budget / finances are well managed, and the school has an effective system for reviewing policies in place.

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 and have a clear understanding of the non-negotiables, including Literacy, Numeracy, RSE, RVE and our Welsh language and Digital expectations. This year, the school has identified strengthening and improving our reading provision and culture, developing metacognition and self-regulation strategies, and the continued development and raising of writing standards as the next steps in its curriculum journey. As a staff, we have also committed to enhancing our professional development through collaborative practice and developing an inquiry-based approach.

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 pupils 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 generally good and nearly all pupils behave extremely well and have positive attitudes to learning.

BLAENORIAETHAU A CHYNNYDD 25-26 (Y FLWYDDYN DDIWETHAF) / PRORITIES & PROGRESS 25-26 (LAST YEAR)

Blaenoriaeth 1/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.

Cynnydd / Progress-

The school feels we have made strong progress with this priority. The staff understand the expectations regarding the teaching and learning of Welsh and have consistently shown commitment to their own professional learning and to raising standards across the school. The school environment reflects and promotes the Welsh language and culture, and the Criw Cymraeg have effectively led the school to ensure all pupils have opportunities to and can confidently speak Welsh in a range of situations. Both our Estyn interim visit (March 26) and our Siarter Iaith visit (July 26) evidenced the progress made across the school. The school was delighted to receive the gold award during this July visit.

Blaenoriaeth 2 / Priority 2:

Further improve pupil writing outcomes by providing opportunities for pupils to apply and refine sentence and word level skills across the curriculum.

Cynnydd / Progress-

The school feels we have made some good progress against this priority. Staff are planning for a range of writing experiences utilizing various text types across the curriculum and are committed to making stimulating and purposeful learning environments to aid and encourage writing. We have seen pupils far more eager to write and have evidenced appropriate progression in writing skills across the school. However, we feel that time is needed to fully embed, monitor and review the impact of all new systems, therefore, this priority will continue into 26-27.

Blaenoriaeth 3 /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.

Cynnydd / Progress-

The school has made strong progress against this priority. The success criteria have been mostly met as evidenced in our Estyn interim visit (March 26) which noted that 'school leaders and staff work strategically to ensure that pupils have regular and worthwhile opportunities to take responsibility for their learning and progress' and that 'approaches to providing feedback help pupils to reflect on their learning to identify what they are doing well and what they need to improve', and that 'pupils are beginning to use feedback appropriately to refine their work' and finally 'there are valuable formal opportunities for pupils to reflect on their progress over time.'

BLAENORIAETHAU A CHYNLLUNIAU 26-27 (Y FLWYDDYN HON) PRIORITIES & PLANS 26-27 (THIS YEAR)

Blaenoriaeth / Priority	Gweithredoedd / Actions
Priority 1- Raise standards in writing through the consistent implementation of agreed whole-school approaches.	➢ The school will ensure there are frequent opportunities for pupils to write for a range of purposes, contexts and audiences, across the curriculum. ➢ The school will ensure there is a consistent whole-school approach to the implementation of schemes and resources purchased to support writing. ➢ Staff will further enhance the planning of writing experiences, ensuring that assessment information is consistently and effectively used to inform meaningful, purposeful learning opportunities that meet pupils identified needs. ➢ Staff will further enhance the standards of writing by consistently planning learning experiences that develop the connection between oracy, reading and writing. ➢ The school will enhance pupils' enjoyment of and motivation to write. ➢ The school community will foster a culture in which writing is valued, shared and celebrated across the school.
Priority 2- Strengthen the culture of reading and enhance reading provision across the school.	➢ All pupils will have access to high-quality, engaging, and inclusive reading environments across the school. Indoor and outdoor reading spaces will be attractive, purposeful and well used; the school library will become a central hub for reading enjoyment and a quiet place where they can enjoy some downtime. Pupils will demonstrate increased engagement with a wider range of fiction, non-fiction, Welsh and digital texts. ➢ To strengthen the culture of reading and enhance the quality of teaching and learning in reading across the school, ensuring a consistent, evidence-informed approach to phonics, reading instruction and reading for pleasure enables all learners to become confident, capable and enthusiastic readers. ➢ To strengthen the culture of reading and enhance parental engagement across the school, enabling families to play an active role in supporting reading development and fostering a love of reading at home and in school. ➢ Implement a progressive program of reading enrichment activities across the academic year to foster a lifelong love of reading, increase pupil engagement, raise reading participation at home and school, and strengthen community involvement in promoting reading for pleasure. ➢ All teaching staff and teaching assistants receive targeted professional learning to develop a secure understanding of effective reading pedagogy and phonics. As a result, consistent, evidence-based approaches to reading are implemented across the school, with staff and teaching assistants confidently supporting reading development and reading for pleasure. ➢ To strengthen the culture of reading and enhance reading provision through the effective use of digital technologies and AI, enabling all learners to access engaging, inclusive and personalised reading experiences that improve reading outcomes and foster a lifelong love of reading.
Priority 3- Embed metacognitive and self-regulation strategies across the curriculum.	➢ All staff to receive appropriate and effective professional development to increase their understanding of and expertise in supporting metacognition and self-regulation strategies. ➢ The school will build on previous progress as identified through the school's most recent Estyn interim visit to ensure there are regular and worthwhile opportunities for pupils to take responsibility for their own learning and progress. ➢ The school will develop a whole-school metacognitive framework to support teaching and learning. ➢ Staff will implement a consistent approach to teaching self-regulation strategies so that pupils, especially those deemed vulnerable or disadvantaged, can identify and select appropriate tools to help manage their emotions, behaviour, wellbeing and attendance.
Priority 4- Enhance the quality of teaching and learning through collaborative practice and professional inquiry.	➢ The school will establish and embed a culture of continuous improvement where effective practice is routinely reflected on, shared and discussed. ➢ The school will establish a culture of professional inquiry by providing all staff with the knowledge, skills and confidence to engage in meaningful inquiry,

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 from further afield.

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

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