



## Ysgol Caersws School

### Crynodeb Cynllun Datblygu Ysgol 24-25 / School Development Plan Summary 24-25

#### 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, however, there needs to be a more robust 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 committed to improving staff and pupils' Welsh language skills, following their achievement in gaining the Silver Charter Award, and to further use and develop ICT skills, following the success of last year's SDP priority. The next steps in the school's curriculum journey are to further develop the curriculum provision ensuring it reflects and develops pupils' awareness and understanding of the cultural, linguistic and diverse nature of Wales and the wider world, including the history and experiences of black, Asian and minority ethnic communities and LGBT+ community, to develop the mandatory elements of the curriculum including the teaching of RVE and RSE and to improve standards of learning for all pupils, particularly those who may be adversely affected by poverty or the cost of living.

##### 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. However, the school has identified that we need to build pupils' awareness of fairness, equality, diversity, children's rights, RSE and RVE. We also need to ensure there are opportunities to build pupils awareness of right from wrong and will review our behaviour policies and processes to support this.

#### BLAENORIAETHAU A CHYNNYDD 23-24 (Y FLWYDDYN DDIWETHAF) / PRIORITIES & PROGRESS 23-24 (LAST YEAR)

##### Blaenoriaeth 1/Priority 1: Develop pupils' digital skills with a focus on coding.

**Cynnydd / Progress-** The school feels we have made very good progress with this priority. The school now has a digital vision in place and staff have received relevant professional training in the use of a range of coding devices. Subsequently, staff have gained the confidence needed to teach using a range of digital equipment and pupils have a better understanding of coding and are able to choose when to use it.

##### Blaenoriaeth 2 / Priority 2: Review our marking policy in line with the principles of progression.

**Cynnydd / Progress-** The school feels we have made strong progress against this priority. The school staff have reflected on their teaching approaches and further developed their understanding and use of learning intentions and success criteria. The school has developed and implemented a new marking policy which places a greater emphasis on monitoring the progress made in the moment and that encourages and promotes the frequent use of self and peer assessment. As a result, pupils are becoming increasingly involved in their learning, and in identifying their strengths and what they need to do next to improve.

##### Blaenoriaeth 3 /Priority 3: Further develop our curriculum design with a focus on assessment and progression.

**Cynnydd / Progress-** The school has made strong progress against this priority as staff now have a good understanding of progression, the school has developed its use of targets and has developed a whole school system to record pupil progress.

**BLAENORIAETHAU A CHYNLLUNIAU 24-25 (Y FLWYDDYN HON) PRIORITIES & PLANS 24-25 (THIS YEAR)**

<b>Blaenoriaeth / Priority</b>	<b>Gweithredoedd / Actions</b>
<p>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.</p>	<ul style="list-style-type: none"> <li>• Professional learning- All stakeholders need to understand what poverty is, how it can impact on the learning and attainment of the young people in our care and how we can mitigate the impacts. Furthermore, staff need to develop an awareness of how they communicate with pupils in various situations e.g., if wearing the wrong uniform, having not completed homework or having been late or absent from school. Staff should consider the possible reasons for, and the impact of words on pupils.</li> <li>• Whole- School Approach- The school needs to develop a whole-school approach to tackling the impact of poverty on our pupils' education. We aim to lift as many barriers as possible to improve learner outcomes.</li> <li>• Home-school relationships- The school wants to engage with disadvantaged learners and their families, ensuring that there is a good relationship between home and school. Through these good relationships we can raise awareness amongst parents / carers of opportunities, information and support available to them.</li> <li>• Attainment- The school wants to ensure that pupils (including those deemed disadvantaged) develop their knowledge and skills across the curriculum as underachievement at school, can lead to poorer prospects in life.</li> <li>• Curriculum- The school wants to provide a curriculum that raises awareness of poverty related themes e.g., fairness, equality and equity, and that supports our school vision and the 4 purposes of the CfW.</li> <li>• Policies- The school wants to ensure that poverty awareness feeds into school policies and that policies don't unintentionally stigmatise pupils from low income or disadvantaged families.</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>• Relationships and Sexuality Education- The school wants to provide developmentally appropriate RSE learning opportunities for all pupils.</li> <li>• Religion, Values and Ethics- The school wants to support learners to engage critically with a broad range of religious beliefs, values, traditions and ethics that underpin and shape human society.</li> <li>• Anti-Racism- The school wants to provide a curriculum that moves beyond the promotion of equality and diversity and 'not being racist', to actively opposing racism and being an advocate for change.</li> </ul>
<p>Ensure there is a robust system in place for reviewing school policies.</p>	<ul style="list-style-type: none"> <li>• Policy reviews and creation- The school wants to ensure that policy review and development is given the time and focus needed to truly make each policy an effective document that reflects our school, its vision and position as a school in Wales.</li> </ul>

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

The school continues to engage in professional dialogue and collaborates 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 and outside organisations.  
 The school seeks opportunities to participate in professional learning courses.

