



Ysgol Gynradd Tre Uchaf



School Development Plan Summary 2024-2025

We celebrate...

- Belonging and Believing. Providing opportunities so every child can be the best they can be.
- Our inclusive curriculum
- Community links and working with families; Tiddly Tots, coffee mornings, parents workshops and involving parents and community members in the development of our vision. The development of our community map and rich memorable experiences overview. Starting every new enquiry with a memorable experience. Rich and engaging. Linking with our community
- Cluster Cynefin projects- The Battle of Lwchwr and Mariah Chapel work
- Expressive Arts and putting on performances and exhibiting artwork. Our work on Film in a Fortnight.
- Improving life skills and resilience through rich experiences such as Morfa Bay residential in Y6 and Cardiff Bay residential in Y5.
- The enterprising spirit of the pupils- running their own stalls, fundraising and express events
- Health and well-being – Active Journeys, mindfulness week and fun and fitness week
- Inclusion. Developing staff and parents understanding of IDPs, Universal Provision and Targeted Support. Working closely with families in our STF classes.
- Healthy Relationships and recognise the importance of community wide support to promote good Health and Well-being. We have Emotion coaches, Playground Pals, nurture provision, cosy café, well-being group and a wide range of extra-curricular activities.
- Working with outside agencies to ensure our pupils reach their full potential. CAAMHS, Outreach, Exchange, Spectrum school nurse, police liaison officer etc

An overview of the conclusions or findings of the school's self-evaluation

Parents, pupils, governors and staff have been involved in developing our Vision for the school. Belong-Believe-Be the best you can be. Our Tre Uchaf curriculum has fostered lots of memorable experiences for the pupils, teachers feel they have autonomy during their enquiries and learners feel actively involved in the planning of the enquiries. We hope to develop this further through more cross phase learning opportunities using the outdoors and develop pupils writing skills further using the Pie Corbett approach.

The new playground equipment has been installed in the younger pupil's yard along with a new scooter storage area. The Enterprising Bees raised over £550 for new playground games and these have been utilised in both yards. Pupils have a wider range of activities to participate in during playtimes and after school. New playground equipment has been ordered for the upper yard area. Listening to Learners has shown that pupils feel they are listened to, have enjoyed the Real PE sessions and have regular opportunities to try new things and participate in physical activities. We have improved Health and Well-being.

Reading for Pleasure and Reading Buddies have had a positive impact on reading across the school. National test data indicates that pupils are working within or above the national average line and pupils talk positively about reading whole texts as a class. These high quality texts provide a sound base for Reading for Pleasure. The pupils are enjoying and engaging in reading. Our film in a fortnight, whole school project, allowed pupils to work together to create mini films. Pupils and staff gained an increased knowledge of media and film. Pupils explored story writing, created scripts, developed their oracy skills and developed their knowledge and understanding of how their behaviour and actions can impact others. IntoFilm have asked to visit our school to see the practices we have in place this year.

Research party undertook research into Assessment In Learning strategies and created a tool box for each progression step. Approaches to AIL are more consistent throughout the school. Pupils have a better understanding of their next steps in learning and are developing Learning Hacks through the learning mat.

A framework has been developed for the RSE code and shared with governors. The Bee Citizens have worked with governors and key staff, to develop an LGBT code, looking at protected characteristics and working on The Rights Respecting Schools. They presented in a conference workshop for progression step 3 pupils. Staff and pupils have a greater understanding of the concepts shared. Humanities monitoring showed that enquiry led learning was evident throughout the school and pupils have opportunities to plan with their teachers, the curriculum is diverse and weekly religious assemblies provide opportunities for pupils to learn about a wider range of faiths, in addition to the six studied in depth. Missions are developing pupil's independence and provide opportunities for personal research.

We need to work on...

- Spelling, punctuation and grammar across the school.
- Consistent approaches to the teaching of SPAG and phonics
- Innovating the text and build up to writing using the Pie Corbett approaches
- Dyslexia training for all staff, to enable us to support the pupils using new and innovating teaching techniques
- DCD programme to support learners with fine and gross motor skills difficulties
- Further develop pupils resilience and understanding of what makes an effective learner
- Making targets more explicit for pupils
- Challenge in LLC, extending the MAT learners
- Continue to embed the No Outsiders books within our curriculum
- Implement the RSE framework and LGBT code
- More frequent Internet Safety sessions for all pupils
- Using the outdoors as a rich learning environment. Providing more opportunities for the pupils to learn outside.
- Home school agreement- how can we link together to support each other further?
- ALN forum/ monthly coffee morning sessions. Improve access to information for parents of pupils with ALN. For example signposting dyslexia support groups on our school webpage.

Last year we achieved...

- ✓ Raised standards in reading from Y2-Y6 when compared to schools nationally
- ✓ Introduced Talk for Writing, for non-fiction genres, during the Spring term. Summer Term monitoring showed that pupils were enthusiastic about their writing and were beginning to demonstrate an increase in stamina.
- ✓ More robust systems put in place for self-evaluation, monitoring and performance development.
- ✓ More active Pupil Voice Groups. The school council implemented a Pupil Power Plan and met with governors. Pupil groups met regularly, fundraised for school equipment, worked on targets for Starter Iait and Rights Respecting Schools. Improved pupil participation and voice.
- ✓ AFL/AIL toolbox developed for each progression step. Consistent approaches now in place for peer and self-assessment. Success criteria and on the spot marking have helped pupils improve their work.
- ✓ Greg Rees tournament and links with Penyrheol Comprehensive and Gower College to support the Health and Well-being curriculum have been developed. These are having a positive impact on pupil's skills development and aspirations.
- ✓ Outside agencies supporting TAs with interest groups. Providing CDP for TAs, building confidence in activities they are less familiar with
- ✓ Wider range of activities on offer for pupils to support our curriculum: Zumba, ballet, kickboxing, gymnastics, cycling, balance bikes, cricket etc
- ✓ Successful implementation of Real PE to support the teaching of PE. Teachers confidence Improved and pupils skills development more progressive.

This year we aim to...

- Improve pupils spelling, grammar and punctuation skills
- Develop a consistent approach to the teaching and learning of phonics to support the pupils understanding of sounds.
- Improve the progress made by our ALN learners through staff training in Dyslexia. Linked with SPAG training.
- Provide effective outdoor learning experiences that enhance the curriculum and support the pupils learning
- Ensure pupils have opportunities to learn outside in all six AoLE areas.
- Improve parental and pupil engagement with reading at home and during non-structured sessions.
- Refine and develop early reading skills using a progressive skills phonics approach
- Refine our progressive writing processes. Focusing on developing spelling, grammar and writing stamina
- Continue to provide staff with good quality professional development opportunities. Use the expertise of staff in school to support the CPD of fellow colleagues. School as a learning organisation- professional development workshops
- Further embed a whole school approach RSE using the No Outsiders books.
- Implement the RSE framework and LGBT code
- Embed the purposeful assessment for and of learning strategies so pupils are aware of how to improve their own work. Develop pupils as effective learners
- Develop pupil's resilience

This is how we will achieve our aims and who will help us...

- Refine planning to include weekly spelling, grammar and punctuation lesson in PS3. Use a consistent approach to the teaching of spelling- introduce Superhero Spelling.
- Introduce Monster Phonics in PS1 and PS2. This will ensure pupils have a progressive skills development, sounds are taught in the same way by all teachers and pupils have a consistent approach. Phonics to be taught daily.
- Refine our progressive writing process, linked to early reading and phonics using the Pie Corbett approaches
- Opportunities for outdoor learning daily in PS1, twice/three times a week in PS2 and weekly in PS3.
- Training for all staff in effective teaching and learning in the outdoor environment
- Visit schools that have been highlighted for excellent practice in using the outdoors to support and enhance learning.
- Audit outdoor resources
- Continue to ensure Pupil Voice groups meet every two/three weeks. School Council to meet with Governors and action pupil Power Plan.
- Further develop the trust trios- teachers supporting and learning from each other. Deeper links with SDP.
- Real PE staff training for those who missed the initial training
- ALN forum/ monthly coffee morning sessions. Improve access to information for parents of pupils with ALN. For example signposting dyslexia support groups on our school webpage.
- Professional Development workshops held throughout the year. Staff can sign up to the workshops they feel will support their personal development needs.