



Ysgol Gymraeg Pwll Coch

School Improvement Plan: Summary

2022-23

Self Evaluation: Overview

Strengths:

- The majority of pupils enjoy their lessons and show positive attitudes towards learning.
- The school has a good extracurricular menu, including annual residential visits.
- Almost all pupils say they feel safe and happy at school.
- Staff know pupils and their families well.
- There is a professional relationship between pupils and staff.
- Staff are prepared to develop professionally and collaborate with others.
- The school building and site provide a range of opportunities for learners.
- The lessons are well designed and subsequently build on pupils' knowledge, skills and understanding.
- Staff consider what pupils want to learn and their interests influence school themes.
- The school is a happy and diverse school community.
- The school has a caring and inclusive ethos.
- The school is working increasingly successfully with a wide range of external agencies to support all children and their families.
- Transition arrangements are strong and effective collaboration takes place between the school and Glantaf.
- The governors have a good awareness of the work of the school and support the school well.

A clear vision is in place that is closely aligned with the principles of Curriculum for Wales; This is well developed with pupils, parents/carers and governors.

Key Areas for Improvement:

- Because the Big Maths program is not embedded, a significant percentage of students, especially in the Upper School, are working below the expected level for their age.

- The provisions for the development of Welsh reading and Oracy are not strong enough across the School.

Evaluation of 2021 /2022 School Improvement Plan	
Priority	Evaluation of Progress
Curriculum for Wales	School staff worked with Glantaf cluster schools to develop a coherent and refined curriculum. Staff worked on the Voice 21 project and the Science project during the year. Close collaboration continues this year.
Welsh Oracy	School staff collaborated with the cluster on the Voice 21 Oracy project. There is some way to go in terms of further developing the pupils' oracy skills.
Additional Learning Needs	The School meets the requirements of the ALN act, although there are further developments to introduce in terms of improving provision within the classes and in support groups.
Health and Wellbeing	The School has identified a number of areas to train staff, and leaders are identifying the actions to continue to improve our health and wellbeing provision. The School has invested in a wellbeing room and taken advantage of the new area to provide additional support to specific target groups.

School Improvement Plan Priorities 2022 /2023

Priority	Actions	Support
<p>1. Pupil Wellbeing</p> <p>Transforming the school's wellbeing provision to fully meet the needs of our learners.</p>	<ul style="list-style-type: none"> • Introducing the PASS programme to support pupils' wellbeing. • Establish 6 pupil committees with a focus on the pupil's wellbeing and voice. • Introduce various 1:1 intervention and support groups. • Amend the School's calendar of activities to support with wellbeing. 	<ul style="list-style-type: none"> • ELSA Training and Lego Therapy. • • Employ a Play Therapist. • • PASS training for all classroom teachers. • Collaborate with LA Specialist Teachers.
<p>December Milestones</p> <ul style="list-style-type: none"> • Timetable wellbeing interventions for specific pupils. • • Staff 1:1 wellbeing trained • • Play therapist completes programme of sessions with pupils • • 6 committees have been set up to ensure the pupil's voice is strong across the school. 	<p>March Milestones</p> <ul style="list-style-type: none"> • All staff have received PASS training • All pupils have completed the initial PASS assessment • All committees have met at least 2 times and organised events and celebrations that promote wellbeing. • Each year will have attended a wellbeing-based trip/event. 	<p>July Milestones</p> <ul style="list-style-type: none"> • PASS activities implemented with all pupils who have appeared vulnerable • • 3 MDFs hosted with County specialist teachers • • All children who have received suggestions from the specialist teachers regularly receive the appropriate intervention • Ensuring an effective transition to each year to ensure a positive experience for all pupils
<p>2. Curriculum for Wales and Assessment</p> <p>Amend planning systems to meet CfW's madatory requirements.</p> <p>Introduce new tracking and assessment systems to effectively track pupil progress.</p>	<ul style="list-style-type: none"> • Collaboration with Glantaf Cluster on our cluster priority this year – Expressive Arts. • • Amend whole school planning systems to include WM statements and Progression Steps. • Introduce new recording and tracking systems, including formative and summative assessment. 	<ul style="list-style-type: none"> • Consortium CfW Networks. • Consistent opportunities for the AOLE teams to collaborate. • Assessment training. • Appoint a Curriculum and Pedagogy Lead and a Progress and Assessment Lead.

	<ul style="list-style-type: none"> • Map SRE provision across the School. • Aim for the Primary Science Quality Mark 	
<p>December Milestones</p> <ul style="list-style-type: none"> • Introduce a new planning spreadsheet containing the What Matters Statements and Progression Steps. • All teachers to attend forum meetings to plan a joint project in the Expressive Arts • Create a tracking spreadsheet for use by all teachers • Hold progress meetings with all teachers 	<p>March Milestones</p> <ul style="list-style-type: none"> • Refine planning systems following evaluation of initial methods • Develop new school-wide assessment systems to track the progress of all learners • Invest in an assessment programme to assess each learner's progress against the knowledge, experience and skills they have received • Continue working on PSQM targets 	<p>July Milestones</p> <ul style="list-style-type: none"> • End of year review of planning processes and the attention to the What Matters Statements • All staff are confident in planning skills, knowledge and experiences through concepts • A thorough review of assessment arrangements • A celebration of the arts project • Received the PSQM
<p>3. Additional Learning Needs</p> <p>Continue to develop the school's ALN provision meeting all requirements of the ALN Act.</p>	<ul style="list-style-type: none"> • Improved 'Universal Provision' across the School to support all learners. • Organisation and running of weekly interventions to support the learning of ALN pupils. • Improve collaboration between the School and external agencies and specialist Teachers. • Support, track and assess the progress of pupils with ALN including the introduction of IEPs. 	<ul style="list-style-type: none"> • Attend termly MDF meetings. • POPAT training for Nursery staff. • School-wide Dyslexia Training. • Share the information of the new ALN Act with staff. • ALNCo to regularly attend ALNCo Forums and share good practice with cluster ALNCoS.
<p>December Milestones</p> <ul style="list-style-type: none"> • Whole school Language Links Assessments • Consistent intervention provision shared with all school staff • School-wide Language Links Assessments 	<p>March Milestones</p> <ul style="list-style-type: none"> • 3rd MDF • Frequent meetings with the Specialist Teachers who work with pupils • Annual reviews of IEPs 	<p>July Milestones</p> <ul style="list-style-type: none"> • ALNCo has regularly attended ALNCo Forums and shared good practice with cluster ALNCoS. • Hosted 4th MDF

<ul style="list-style-type: none"> • Consistent intervention provision shared with all school staff • Progress meetings and initial assessments to determine which pupils need which interventions • Timetable of interventions in place • 2nd MDF • Early year meetings with Special Teachers to discuss/recognise ALN pupils who need their input • Annual reviews of IEPs • Termly review of interventions to track progress • 1 Nursery staff received POPAT training • SD (1:1) trained Popat, Welcomm, Visual Strategies, Meeting Sensory Needs • All school staff to receive initial Dyslexia training • ALNCo has regularly attended ALNCo Forums and shared good practice with cluster ALNCOs • Annual Review of IDPs 	<ul style="list-style-type: none"> • Termly review of interventions to track progress • Remaining Nursery staff received POPAT training • All staff received Stage 2 Dyslexia training • ALNCo has regularly attended ALNCo Forums and shared good practice with cluster ALNCOs • All staff have received up-to-date information regarding the ALN Act 	<ul style="list-style-type: none"> • Annual reviews of IEPs • End of year assessments to assess progress
<p>4. Key Skills</p> <p>Raising standards within Numeracy and Literacy across the school.</p>	<ul style="list-style-type: none"> • Embed the Big Maths programme across the School. • Deliver a daily School-wide Language Drilling programme. • Revise daily reading activities. • Introduce and implement the 4Maths scheme across the School. 	<ul style="list-style-type: none"> • Big Maths training for staff. • Share a language program with staff. • Form professional learning communities that look at the key skills. • Offer staff opportunities to observe good practice, both within and beyond the school.
<p>December Milestones</p> <ul style="list-style-type: none"> • All staff have received Big Maths online training. 	<p>March Milestones</p> <ul style="list-style-type: none"> • All learners have made progress within CLIC tests 	<p>July Milestones</p> <ul style="list-style-type: none"> • Teachers have analysed each pupil's progress within

<ul style="list-style-type: none"> • All staff have received and deliver a daily language programme. • Review of daily reading activities completed. • Professional Learning Communities set up and will have met to discuss the year's research. 	<p>with a 20% increase of learners working at the expected level for their age.</p> <ul style="list-style-type: none"> • Each teacher runs a daily CLIC session which targets gaps in pupils' learning according to the assessment. • Each teacher has observed another teacher within their Professional Learning Communities. • Mar all pupils take part in a daily language drill session. 	<p>the year-end progress meetings.</p> <ul style="list-style-type: none"> • All Learning Communities have actively shared their findings with the rest of the school's staff. • Year-end data shows that most pupils have made the expected progress within literacy and numeracy.
<p>5. Leadership and Professional Learning</p> <p>Re- structure leadership and staffing arrangements to ensure accountability and raise standards across the school.</p> <p>Transforming the Professional Learning culture across the school to operate effectively as a School as a Learning Organisation.</p>	<ul style="list-style-type: none"> • Revise the roles of SLT members. • Ensure an effective model of distributed leadership across the School. • Refine self-evaluation procedures including a new annual schedule. • Amend the Performance Management Cycle with the implementation of the National Right. • Establish Professional Learning Communities to lead on innovation and enquiry. 	<ul style="list-style-type: none"> • Assessment Lead to attend Consortium training. • Teachers to collaborate within AOLE teams and to engage with the Consortium programme. • Governors to participate progressively in the self-evaluation process. • Appoint a Professional Learning and Innovation Lead.
<p>December Milestones</p> <ul style="list-style-type: none"> • All leaders understand their roles and have clear job descriptions. • Through the Performance Management process, each teacher has specific responsibilities. • Professional Learning Communities have been established. • All School stakeholders have initiated new self-evaluation processes 	<p>March Milestones</p> <ul style="list-style-type: none"> • Professional Learning Communities meet regularly to collaborate on their research. • All school staff are effectively co-leading on the AOLEs. • All school staff take part in the school's self-evaluation activities for example scrutinising books, talking to learners. 	<p>July Milestones</p> <ul style="list-style-type: none"> • School to produce a comprehensive self-evaluation report following a successful self-evaluation cycle. • Hold Performance Management meetings to evaluate the year's targets. Start considering next steps for all teachers. • A final evaluation of the School Improvement Plan to consider the impact of the changes on priorities.

outlined in the new timeframe.	<ul style="list-style-type: none">• Middle Leaders to engage with the Consortium's training programmes.	
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