

# Y Berllan Deg School Development Plan

2025-2026

Published Summary



## School self-evaluation: summary

### Strengths:

The March 2025 Estyn inspection report states that:-

- the headteacher, leaders and all the staff are working together effectively to create a caring and welcoming learning environment for pupils.
- most pupils showing positive attitudes towards learning, taking pride in their school and their environment
- a strong working relationship between staff and pupils in all classes
- the majority of pupils make good progress especially when developing their oral skills
- literacy is well nurtured across the curriculum
- mathematics standards are firm with teachers providing opportunities for pupils to develop and apply their mathematical skills by solving real life problems
- the school offers effective support for pupils with additional learning needs
- transfer arrangements to the secondary school are very well organised
- pupils' behaviour across the school is very good.

### Areas for development:

- Estyn inspection March 2025 states that teachers do not always challenge pupils further to ensure they make the best progress
- Estyn inspection March 2025 states that leaders do not always set sufficiently detailed actions or evaluate the impact of actions on improving the quality of teaching and learning.
- Estyn inspection March 2025 states that the governors do not always challenge the leaders on key aspects of the provision effectively enough to ensure continuous improvement.
- Estyn inspection March 2025 states that there is a need to strengthen strategic leadership and improve self-evaluation procedures and plan for improvement in order to strengthen and ensure consistency in provision

## EVALUATION OF THE 2024/25 SCHOOL DEVELOPMENT PLAN

Priority	Evaluate progress
<p><b>PRIORITY 1 – Continue to develop and refine our provision for Curriculum for Wales;</b></p>	<p><i>The schools in the cluster have been working closely to develop a relevant curriculum for pupils in this part of the city, including introducing a Language genres plan and mapping oral skills. We also as a school constantly evaluate our curriculum making relevant changes when necessary. A questionnaire to the school staff on this had led to some effective changes in our provision including a more prominent place for the pupil's voice in the classes and that their ideas are taken into account when discussing the theme/aspect of the work. All the schools in the cluster came together in September 2024 for a successful Inset day which was an opportunity to attend various sessions on diversity and anti-racism including dealing with situations of racism in the school and acceptable vocabulary. Attending the DARPL leadership program means that the headteacher has more up-to-date and broad knowledge of how to develop processes and systems to ensure an anti-racist mindset throughout the whole school.</i></p>
<p><b>PRIORITY 2 – Developing Health and Wellbeing throughout the whole school</b></p>	<p><i>Following training by members of the authority's inclusion team on provision for all children on the classroom floor, a number of effective strategies were implemented to improve our mental and emotional wellbeing provision across the school. One of these was to develop a method of identifying the feelings of each pupil as they arrived to class in the morning. Sharing the SHRN questionnaire with all the school's stakeholders was also a means of further evaluating our provision.</i></p>
<p>PRIORITY 3 – Strengthen self-evaluation arrangements, monitor and track pupils' progress;</p>	<p><i>Using the Traciwr tracking system facilitates the process of tracking each pupil's progress throughout their time at school and now the baseline of the reception classes has also been added. Progress meetings were held during the year where the ALN and Assessment coordinators met with individual teachers to discuss the progress of each pupil in the class and what can be put in place for pupils who had not shown sufficient progress. This aspect will receive further attention in the 2025-2026 school improvement plan including strengthening our self evaluation processes.</i></p>
<p>PRIORITY 4 – Improving pedagogy throughout the whole school, especially independent learning, the voice of the child and collaborative learning.</p>	<p><i>When looking at books and talking to pupils there is now a clear consistency to be seen in terms of formative assessment strategies and every pupil asked was able to explain how these strategies help them improve their work. Our expectations of formative assessment were refined following the last action research and now each year has an agreed guide to the expectations. Estyn inspectors' comments during our inspections in March reinforced this as well. We will continue to ensure more consistency in terms of effective learning and teaching strategies and how to further promote pupils' independence in the academic year 2025-2026.</i></p>

## SCHOOL DEVELOPMENT PLAN PRIORITIES 2025/26

Priority	Key Steps	Support
<p><b>1.</b> Strengthen strategic leadership and improve self-evaluation procedures and plan for improvement in order to strengthen and ensure consistency in provision.</p>	<ul style="list-style-type: none"> <li>● Draw up a comprehensive and purposeful schedule of self-evaluation activities to include all the school's stakeholders</li> <li>● Strengthen the role of governors and the responsibilities of all members of staff</li> <li>● Ensuring that our assessment processes and tracking pupils' progress are effective throughout their school journey</li> <li>● Continue to refine the revised assessment framework in order to meet the needs of learners, teachers and leaders.</li> </ul>	<ul style="list-style-type: none"> <li>● Improvement partner to assist and attend self-evaluation activities</li> <li>● Leaders attending appropriate network sessions to share good practice</li> </ul>
<p><b>December Milestones</b></p> <ul style="list-style-type: none"> <li>● Terms of reference for governors' subcommittees have been reviewed</li> <li>● A self-evaluation timetable set for the entire academic year and to include all stakeholders</li> <li>● Revisit date and activities are clear in the school improvement plan and in the monitoring reports</li> <li>● Leadership questionnaires completed by all teachers and assistants and responsibilities adjusted accordingly</li> <li>● Meetings have been held with some other Welsh schools in the CLIP to share good practice in tracking progress</li> <li>● Professional Development Review Meetings held with all members of teaching staff</li> </ul>	<p><b>March Milestones</b></p> <ul style="list-style-type: none"> <li>● Staff are aware of Traciwr's features and have discussed their pupils' progress in progress meetings</li> <li>● All members of staff have received new job descriptions to include their new agreed responsibilities</li> <li>● Re-visit the responsibilities of the staff and the Areas of Learning and Experience Teams have met to discuss developments in their areas</li> <li>● Continue to meet with some other Welsh schools in the CLIP to share good practice in tracking progress</li> </ul>	<p><b>July Milestones</b></p> <ul style="list-style-type: none"> <li>● All teaching staff are confident when using the school's tracking system</li> <li>● All staff aware of what is expected of them and understand their roles within the school's self-evaluation processes</li> <li>● Robust self-evaluation systems in place</li> <li>● Governors have been actively involved in the school's self-evaluation arrangements and are fully aware of standards, strengths and areas for improvement.</li> </ul>
<p><b>2.</b> Provide regular opportunities for pupils to take responsibility for their</p>	<ul style="list-style-type: none"> <li>● Ensure that the professional learning program has a positive impact on the quality of provision.</li> </ul>	<ul style="list-style-type: none"> <li>● Act on the regular advice of the improvement partner</li> </ul>

<p>learning and develop them into independent learners</p>	<ul style="list-style-type: none"> <li>● Continue to refine the revised assessment framework in order to meet the needs of learners, teachers and leaders.</li> <li>● The findings of observation squares support the development of pedagogical principles</li> </ul>	<p>and educational consultant</p>
<p><b>December Milestones</b></p> <ul style="list-style-type: none"> <li>● Feedback from Improvement Partner’s visit and an educational consultant identifying areas of strength and areas for development.</li> <li>● Observation squares in the Lower School have taken place in order to ensure consistency and share good practice in terms of promoting pupils' independence and the provision in the areas to promote this. Unit meetings have been held to draw up an agreed guide to be followed when planning to ensure consistency.</li> <li>● Staff training and department meetings leading the work of the term and the year in terms of developing independence.</li> <li>● Receive further feedback from an educational consultant in terms of improving independence throughout the whole school</li> </ul>	<p><b>March Milestones</b></p> <ul style="list-style-type: none"> <li>● Observation squares in the Upper School are a way of sharing good practice and harmonizing how to act on the advice of an educational consultant in terms of the development of the Berllan Adventures. Unit meetings have been held to draw up an agreed guide to be followed when planning to ensure consistency.</li> <li>● Following the sharing of good practice, the staff act and follow experts' recommendations</li> <li>● Monitoring the provision showing that the learner's voice is evident when planning adventures throughout the whole school</li> <li>● Areas outside each class promote independence in terms of being able to choose the most suitable resources for the task</li> </ul>	<p><b>July Milestones</b></p> <ul style="list-style-type: none"> <li>● Monitoring activity showing that there are more opportunities for the pupils to have input in their learning and that there are more opportunities for the pupils to work together and discover information for themselves.</li> <li>● Most pupils display the characteristics of effective independent learners</li> <li>● All members of staff are fully confident of what the characteristics of independent learners are</li> </ul>
<p><b>3.</b> Ensure consistency in effective teaching practices across the school and raise staff expectations to provide a constant challenge for all pupils.</p>	<ul style="list-style-type: none"> <li>● The findings of observation squares support the development of pedagogical principles</li> <li>● Ensure that the monitoring and feedback have a positive effect on the quality of the provision.</li> </ul>	<ul style="list-style-type: none"> <li>● Act on the regular advice of the improvement partner and educational consultant</li> </ul>
<p>December Milestones</p> <ul style="list-style-type: none"> <li>● A timetable has been set for the entire academic year in</li> </ul>	<p>March Milestones</p> <ul style="list-style-type: none"> <li>● Robust self-evaluation activities showing that the staff have responded and are acting on</li> </ul>	<p>July Milestones</p> <ul style="list-style-type: none"> <li>● All staff meeting the needs of all pupils through effective differentiation</li> </ul>

<p>terms of monitoring and sharing good practice in order to ensure consistency in terms of teaching and learning</p> <ul style="list-style-type: none"> <li>• There have been observation squares in the Lower School to ensure consistency and share good practice in teaching and learning</li> <li>• Staff meetings have been set to look at books</li> <li>• Discussions held on what are good teaching and learning strategies</li> <li>• Application for the Arts Council's Creative Learning 'Experimentation' grant to have Creative Practitioner input completed</li> </ul>	<p>feedback in terms of ensuring consistency in effective teaching and learning strategies</p> <ul style="list-style-type: none"> <li>• Good practice guidance and lesson models on how to incorporate challenging and open questioning being used by all teachers</li> <li>• Consistency in teaching and learning being monitored through observations and learning walks</li> </ul>	<ul style="list-style-type: none"> <li>• Learning walks showing that the level of challenge is appropriate for all abilities and ages</li> <li>• Clear evidence of consistency throughout the whole school</li> <li>• Sharing good practice has led to consistency in terms of good learning and teaching characteristics throughout the whole school</li> </ul>