

Ysgol Gymraeg Dewi Sant

SCHOOL DEVELOPMENT PLAN



2024 - 2025

Priorities

P1. Continue to raise standards and improve the quality of learning and teaching reading in Welsh and English across the school.

P2. Refining the principles of Curriculum for Wales developing a curriculum that promotes equality, diversity and inclusion.

P3. Ensure an appropriate challenge to support pupils to make progress in independent activities.

P4. Continue to work towards the school's targets considering the requirements of a Whole School Approach for Emotional and Mental Well-being.

Priority 1

Continue to raise standards and improve the quality of learning and teaching reading in Welsh and English across the school.

Success Criteria

- All pupils make progress in reading Welsh and English (KS2).
- Data from pupil progress meetings shows that almost all pupils are developing reading skills and have made progress from where they started.
- The teaching of reading Welsh and English (KS2) is good or better in all classes.
- The coordinator has received Reading Reconsidered training and shares processes and good practice with staff. Staff regularly use effective methods and prepare purposeful reading activities which ensure very good reading standards across the school.

Training:

- Reading Reconsidered training
- How to use the digital resource Gigglets
- Tric a Chlic for support staff.

Activities:

- Review of pupils' progress and targeting of individuals to receive reading interventions.
- Communicate with parents, carers and governors to raise awareness of reading expectations across the school.
- Hold reading support sessions for parents.
- Re-introduce reading resources to pupils e.g the Reading with Dewi website, Reading Co and Oxford Reading Buddy.
- Monitor reading provision and standards including reading records.
- Invite Welsh and English authors to hold reading sessions in order to raise the status of reading.

Priority 2

Refining the principles of Curriculum for Wales developing a curriculum that promotes equality, diversity and inclusion.

Success Criteria

- All stakeholders are aware of the school's Curriculum vision.
- Daily learning reflects the 4 Purposes. There is a clear Framework of the requirements of the Learning and Experience Areas with the progress stages clearly mapped.
- Assessment planning and arrangements respond to CiG requirements and staff are confident in implementing CiG requirements.
- Plan and set up AOLE monitoring to ensure that processes are robust and effective to facilitate improvement (Practice, Progress and Standards)
- All staff have a better understanding of how to promote equality, diversity and inclusion including anti-racism.
- All RSE teaching and learning is in line with the RSE Code.
- RSE has a good/better whole school presence across the learning environment.
- A RSE policy is in place and has been shared with all stakeholders.

Activities:

Curriculum

- Review the School Vision / Curriculum Vision.
- Develop and ensure consistency with medium term planning.
- Review the Schools as a Learning Organisation survey.

Relationships and Sexuality Education

- Consultation with stakeholders including setting up a forum for parents when establishing the vision and policy of RSE.
- Improving our whole school approach to RSE and developing a culture by making RSE more visible.

Promoting Equality, Diversity and Inclusion including Anti-Racism.

- Anti-racism training for all school staff.
- Develop an anti-racism vision and policy.

- Audit of resources and books to ensure inclusion.

Priority 3

Ensure an appropriate challenge to support pupils to make progress in independent activities.

Success Criteria

- There are consistent methods across foundation learning.
- All practitioners have a good understanding of how to provide resources for learning that is appropriately challenging for pupils through free play, guided play and play-based learning and its planning.
- All foundation learning pupils have access to meaningful opportunities for free play and guided play that provide appropriate challenge and support independence.
- Working together and making appropriate changes to their learning environment ensures planning for independent access to meaningful, challenging opportunities for free and guided play (indoors and outdoors).
- There is an effective self-improvement system in place and staff are confident in working together to improve provision.

Training:

- Support from the CSC Foundation Learning Team – Ruth Best/Nia Waghorn
- Foundation Learning Training (FLT): Developing an Effective Indoor and Outdoor Learning Environment, Block Play Training, Adult Role Training and Observations Foundation Learning Training

Activities:

- Implementation of the Pathways scheme in the Early Years.
- Ensure consistency in planning across Year 1 and 2.
- Ensure progression in learning.
- Setting the learning environment - inside and outside that ensures independent, meaningful and challenging opportunities.
- Audit of resources in order to support the provision of the classes.

Priority 4

Continue to work towards the school's targets considering the requirements of a Whole School Approach for Emotional and Mental Well-being.

Success Criteria

- Implement and achieve the requirements of a whole school approach for emotional and mental well-being - see Whole School Approach for Emotional and Mental Well-being Implementation Plan.
- Implementation of the PATHS Scheme (Barnados) up to Year 6.
- Teaching staff engaged with training provided by the Psychological Service.
- A school responds to the emotional and mental needs of staff and pupils.

Training:

- Team Teach training.
- ELSA training.
- Training – Response to behavior with two hands/Stress Awareness.

Activities:

- Review and implement the targets of the Whole School Approach for Emotional and Mental Well-being.
- Implementation of the PATHS scheme from Nursery to Year 6.
- Monitor the impact of the PATHS scheme on pupils' emotional and social skills.
- Promoting Health and Wellbeing procedures - carrying out well-being questionnaires for pupils, staff and parents.
- Raising awareness of occasional wellness days - Hello Yellow, Mental Health Day.
- Engage with The School Health Research Network (SHRN - The School Health Research Network) survey.



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