

# Evaluation and School Development Summary: 2023 - 2024

## SDP 1:

Ensure consistent language writing and progression across the school.

### Achievements and Progress on SDP Target 1:

- **Enhanced Phonics:** Training on RWInc. improved phonics for ages 3-8 and extended support to Year 3, reducing phonics needs in ages 8-11.
- **Effective Monitoring:** Robust tracking, quality assured by RWInc., ensures consistent pupil progress with tailored support.
- **Consistent Spelling:** KS2 staff use a unified spelling method, with more guidance coming in Autumn 2024.
- **Improved Reading:** Pupils' reading skills and enjoyment have increased, though home support needs improvement.

### Achievements and Progress on SDP Target 2:

- **Enhanced Classrooms:** Clearly laid out provision areas improve foundation phase teaching.
- **Active Learning:** Balanced child-initiated and teacher-directed activities enhance development.
- **Effective Planning:** Adaptive planning uses baselines to ensure positive, challenging experiences.
- **Improved Provision:** Staff feedback has improved provision, with resourced areas fostering skill development.

## SDP 2:

Align foundation phase provision with the foundation phase philosophy.

### Achievements and Progress on SDP Target 3:

- **Use of Technology:** Enhanced provision in some classes with tools like SeeSaw, Doodle Maths, and Hwb.
- **Genius Hour:** Pupils now have a greater say in their learning, exploring areas of interest.
- **School Council:** Relaunched council has improved pupil voice, impacting key school areas like behaviour and feedback policies.
- **Metacognition:** Year 4's use of metacognition strategies has boosted independence and a growth mindset.

### Achievements and Progress on SDP Target 4:

- **Staff Training:** Most teachers attended county Welsh Language courses, improving their understanding and use of Welsh.
- **Everyday Welsh Usage:** Increased use of Welsh by staff has positively influenced children's language use, especially ages 3-8.
- **Parental Engagement:** Improved parental attitudes and willingness to use Welsh at home.
- **Accessible Resources:** Staff are now more confident in accessing and using Welsh language resources.

## SDP 3:

Enhance opportunities for pupils to apply independent learning skills and have a greater say in their learning.

### Refinement Next Steps SDP 1:

- Enhance writing framework across all ages (3-11) for consistent language development.
- Provide ongoing training for effective writing teaching methods.

### Refinement Next Steps SDP 2:

- Support pupil autonomy by reducing staff over-direction.

### Refinement Next Steps SDP 3:

- Develop strategy for independent learning across all years with feedback integration.
- Implement NPEP metacognition project for early independent learning skills

### Refinement Next Steps SDP 4:

- Integrate Welsh language activities for increased speaking proficiency.

## SDP 4:

Improve pupils' Welsh speaking skills and confidence throughout the school.



# Evaluation Overview: Context, Process, and Future Priorities for 2024 - 2025

Ysgol Bryn Hedydd is a primary school situated in the coastal town of Rhyl, North Wales. Catering to 472 pupils from nursery to Year 6, ages 3 to 11, our two-form entry school fosters a nurturing and inclusive environment. With 60 part-time nursery places, we provide a strong foundation for early learning. Almost all pupils are of white British ethnicity and 7% of our pupils learn English as an additional language. We are proud to support 13% of our pupils with additional learning needs, a figure below the Welsh average, and 22% of our pupils are eligible for free school meals. While few pupils speak Welsh at home, we celebrate and integrate the language and culture throughout our curriculum.

## Our Evaluation Processes:

- 1. Listening to Learners:** Collect regular feedback from pupils on their learning experiences.
- 2. Moderation and Reviews:** Facilitate moderation for continuous improvement.
- 3. Parental Engagement:** Conduct annual surveys and forums to gather parents' views.
- 4. Data Analysis:** Review pupil performance, attendance, and behaviour data.
- 5. Learning Walks:** Regular classroom learning walks
- 6. Professional Learning Communities (PLCs):** Responding to professional development and working with our school cluster.
- 7. Pupil Progress Meetings:** Hold termly meetings to discuss and set support for pupil progress.
- 8. School Development Plan (SDP) Monitoring:** Monitor and review progress towards SDP targets with support from the school's Supporting Improvement Advisor.

## Our Strengths:

- School council is active and makes contributions.
- SeeSaw is used well to communicate with parents about their children's learning
- The school works well with the other schools in the cluster to evaluate and sustain professional development.
- The school has an open-door policy and works well with parents
- Strong relationships between pupils and staff.
- The school provides great opportunities to make memories
- Monitoring and progress checks in place
- Ongoing professional development opportunities for staff

## Future SDP Priorities for 2024 - 2025

Establish and Implement a Writing Framework

**Rationale:** Focus shifted to phonics last year; monitoring shows a need to improve consistency, progression, and standards in writing.

Enhance Support and Challenge for More Able and Talented Pupils

**Rationale:** School-wide monitoring indicates a need to better support and challenge higher ability pupils.

Promote Pupil Voice and Independence

**Rationale:** Learning walk feedback highlights the necessity to enhance pupil independence and resilience.

Achieve the Bronze Award in Cymraeg Campus

**Rationale:** Limited progress was made this year; a concentrated effort is required to enhance Welsh language skills.

