

Evaluation and School Development Summary: 2024 - 2025

SDP 1:

Ensure consistent approach and progression in (language) writing across the school.

SDP 2:

Ensure all pupils make good progress through appropriate challenge and support.

SDP 3:

Increase pupil independence by enabling them to take responsibility for their own learning and progress.

Achievements and Progress on SDP Target 1:

- **Consistent Planning and Training:** All staff follow clear writing plans, have received training, and use guidelines to ensure high-quality provision across the school.
- **Refined Progression:** Long- and medium-term plans include purposeful steps and audiences, preparing pupils for final outcomes such as the Big Write.
- **Improved Outcomes:** Pupils understand the writing process, use small steps, apply success criteria, and engage in self/peer assessment to produce higher-quality work.
- **Targeted Support:** RWI phonics and bridging groups support Reception to Y3 pupils, with additional tutoring where needed.
- **Engagement and Challenge:** Pupils write across the curriculum using tools like Colourful Semantics, developing independence, stamina, and pace, with rising standards across all year groups.

Achievements and Progress on SDP Target 2:

- **Challenging Provision:** Pupils choose their level of challenge, with Deeper Dives, WRM challenge cards, and Fluency Bee consistently extending learning.
- **Differentiation:** Lessons are tailored to pupils' abilities, with higher standards evident in books, Seesaw, and independent projects.
- **Independence and Skills:** Pupils develop confidence, self-reflection, and the ability to take risks, make choices, and assess their own learning.

Achievements and Progress on SDP Target 3:

- **Independent Learning:** Pupils select resources, plan tasks, and solve problems independently, with staff guiding rather than answering for them.
- **Structured Support:** The 7-step model, SNOT strategies, checklists, and NextGen challenges develop life skills, self-reflection, and resilience.
- **Early Years Development:** Nursery and Reception pupils build independence in routines, task management, and resource use through structured provision.
- **Engagement and Responsibility:** Pupils take ownership of learning and the school environment, contributing to school council projects, outdoor tasks, and independent Y5 projects.
- **Evidence of Impact:** Pupils confidently use tools like Seesaw and DoodleMaths, self-edit, reflect, and support peers, embedding independence across the school.

Refinement Next Steps SDP 1:

- Strengthens the impact of the writing and maths framework by embedding LNF opportunities.
- Give pupils purposeful chances to develop skills and apply learning across subjects.

Refinement Next Steps SDP 2 & 3:

- Build on independent learning and self-assessment.
- Extends challenge and reflection for all pupils to raise standards.
- Supports pupils in applying problem-solving skills through digital platforms.



Evaluation Overview: Context, Process, and Future Priorities for 2025 - 2026

Ysgol Bryn Hedydd is a primary school located in the coastal town of Rhyl, North Wales. We cater for 462 pupils from Nursery to Year 6, aged 3 to 11, and operate as a two-form entry school that fosters a nurturing and inclusive environment. With up to 60 part-time Nursery places, we provide a strong foundation for early learning. Almost all pupils are of White British ethnicity, and 5% speak English as an additional language. We are proud to support 23% of pupils through targeted interventions and 3% with Individual Development Plans (IDPs) – a figure below the Welsh average. Additionally, 20% of our pupils are eligible for free school meals. Although few pupils speak Welsh at home, we celebrate and embed the Welsh 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:

- At Ysgol Bryn Hedydd, we are proud of our welcoming and inclusive ethos, where every child is supported to thrive. We have successfully introduced a new behaviour policy, creating a respectful learning environment.
- Pupil engagement is a real strength; our learners are motivated, take pride in their work and increasingly use feedback to improve and move their learning forward.
- We offer a wide range of opportunities to develop confidence and teamwork, including the establishment of our new girls' football team and a variety of learning experiences.
- Our committed staff provide high-quality teaching and targeted support to help every pupil reach their potential, while our focus on wellbeing ensures that children feel happy, valued and ready to learn.

Future SDP Priorities for 2025 – 2026

Improve Pupil Independence, Metacognitive Skills, and Level of Challenge

Develop the Effective and Consistent Use of the Digital Competence Framework (DCF)

Embed the Literacy and Numeracy Framework (LNF) Across the Curriculum

Rationale: Building on last year's success in developing pupil independence and self-assessment, this priority extends challenge and metacognitive skills to ensure all pupils take greater ownership of their learning and achieve higher outcomes.

Rationale: Following effective use of digital tools like Seesaw and DoodleMaths to support learning, this priority embeds digital competence across all year groups to enhance teaching, learning, and pupils' 21st-century skills.

Rationale: Building on the strong progress in writing and maths progression, this priority strengthens LNF application across subjects, giving pupils purposeful opportunities to develop and apply literacy and numeracy skills consistently.

