

## Synopsis - School Improvement Plan 2024/2025



### School Self- evaluation: Overview

#### Strengths:

- The school community has a clear vision based on the six 'Cs', which include 'Welshness, Collaboration and Trying our very best'. The school's close-knit and inclusive ethos ensures that pupils' voice is an integral part of school life.
- Many pupils of all abilities are making good progress across the school from their baseline. Robust interventions are in place to support pupils where necessary.
- Many pupils have positive attitudes to their learning and many act respectfully and support each other to learn well.
- There are a wide range of opportunities for pupils to contribute to the wider life of the school through various school councils, extra-curricular clubs and competitions such as the Eisteddfod and sport..
- Many pupils' reading skills develop effectively as they progress through school.
- Most pupils develop the communication skills in English and Welsh they need to successfully engage and interact in the classroom with teachers and other pupils.
- Many FSM pupils are making the expected progress in line with their peers and most who have not made the expected progress are receiving intervention.
- Many pupils are constantly developing their literacy and digital skills across the curriculum.
- Tracking procedures with the focus on progress for all pupils have been planned and are operational in the areas of Language and Literacy and Maths and Numeracy. A tracking system unique to Ysgol Abercynon and designed with the needs of Abercynon learners integral to the process.
- Teachers and assistants work together effectively to provide an inclusive and sustaining learning environment for pupils.
- Staff know the pupils well and develop a caring and safe working relationship, they encourage wellbeing and positive attitudes amongst the pupils. The school works successfully with a wide range of external agencies to support all children and their families.
- A clear Curriculum vision is in place that is closely aligned with the principles of Curriculum for Wales that is personal to the school and district.

- Most pupils feel safe at school with the ambassadors constantly raising awareness of children's rights. The ambassadors' main message is that everyone feels happy, healthy and safe
- Strategic structure has planned and responsibilities allocated to a suitable grade. Need to continue to allocate responsibilities and build on a staffing structure that belongs to all staff.
- The current governors have a good awareness of the work of the school and are supporting the school effectively.

Areas for development:

- Despite improvement in recent years the quality of the spoken language in Welsh is not accurate or fluent enough with limited use of rich vocabulary.
- The school has recognised the need to improve the accuracy and quality of extended writing experiences.
- Ensure high and consistent expectations from teachers to support and challenge pupils to achieve high standards in motivational activities.
- Ensure confidence among teachers in their learning and teaching skills to ensure a top grade education. Provide training and other professional development opportunities to support confident teachers.
- Provide valuable opportunities for pupils to develop and apply their skills, particularly numeracy, independently across the curriculum.
- Tracking system is operational following cluster and school-wide planning. Need to continue to design and establish a tracking system - Crossing Stones for all AOLE's.
- Need to continue to allocate responsibilities and build on a staffing structure that belongs to all staff and ensure accountability.

GWERTHUSO CYNLLUN DATBLYGU YSGOL 2023/24	
Blaenoriaeth	Gwerthusiad o'r cynnydd
Curriculum for Wales - Continue to develop and refine the planning and assessment and tracking procedures	Teachers have been fully involved in designing the Language and Maths tracking system, Crossing Stones. Language and Maths assessment characteristics spreadsheets shared with the teachers. The teachers have started trialing the use of the new system. The system is set up to focus on progress for all pupils
Learning and Teaching - Further develop teaching strategies to ensure opportunities for pupils to collaborate and make decisions about their learning	Teaching staff have trained with Kagan's strategies, some having been actively engaging with the strategies on the class

	floor. Need to continue working on classroom pedagogical strategies.
Raise Oracy Standards	Entire staff have received oracy training, ideas and effective strategies to use the classroom floor and around the school. Language and Literacy Crossing Stones established at the school.
Leadership - Continue to entrench leadership at all levels	The school has worked closely with the Garth Olwg cluster and slightly with the Rhydywaun cluster towards reaching cluster and school forecourts. A solid start on appointing a whole school staffing structure. 'The Way of Abercynon' appointed for the whole school and agreed with the cluster.

School Improvement Plan Priorities 2024/2025		
Priority	Action Plan	Support
<u>Maths and Numeracy</u> - Empowering all learners to develop strong mathematical skills and the ability to apply numeracy in various real-life contexts.		
December MileStone	March MileStone	July Milestone
<p>Present the detailed plan which includes curriculum alignment, instructional strategies, assessment methods and resources. Including mixed class plans.</p> <p>Check the effectiveness and consistency of medium-term Maths plans. Include mixed classes.</p> <p>Training for new teaching staff - Leaders to maintain internal advocacy for new teaching staff. Check and adjust assessment mats Crossing Stones to match Maths schemes.</p>	<p>Plan and deliver cross-curricular numeracy projects. 'Real' life projects e.g. organising a trip, collecting money for charity, cooking a meal.</p> <p>Following an opportunity to check the medium term plans - adjust and re-submit the plans.</p> <p>Planned and firmly established school-wide, occasional numeracy opportunities as part of everyday activities. E.g.. add graph to show who gets</p>	<p>Monitoring - Scrutiny of books, talk and learners and a learning journey with a focus on Mathematics.</p> <p>Update the Maths and Numeracy action plan following the findings of the self-evaluation event.</p> <p>Summer assessment fortnight- Use formative and summative assessments to identify learners' needs.</p> <p>Teachers to provide tailored instruction, including support and challenge for learners.</p>

<p>Monitoring - Scrutiny of books, talk and learners and a learning journey with a focus on Mathematics.</p> <p>Update the Maths and Numeracy action plan following the findings of the self-evaluation event.</p> <p>Assessment fortnight October - Use formative and summative assessments to identify learners' needs.</p> <p>Teachers to provide tailored instruction, including support and challenge for learners.</p>	<p>sandwiches / lunch</p>	<p>Maintain a Maths and Numeracy Café with school parents.</p> <p>Evaluating the Maths and Numeracy Plan. Whole staff self-evaluation experience to evaluate strengths and places to improve</p>
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**Learning and Teaching - Developing and embedding 12 Principles of Pedagogy across the school**

December MileStone	March MileStone	July Milestone
<p>Determine initial evaluation - Self-evaluation opportunity, learning journey, book scrutiny and speaking and learners with a particular focus on pedagogy. e.g. discrimination, write MATH, solve number problems and feedback provide next steps.</p> <p>Update the Learning and Teaching action plan following the findings of the self-evaluation event.</p> <p>Swot analysis - pedagogy. What are the strengths and places to develop?</p> <p>Appoint performance management targets and a training plan following these findings.</p> <p>Staff to research personal pedagogical strategies and present to the rest of the staff.</p> <p>High quality staff development programme and training action.</p> <p>October - Trick and click - Stage 1 assistants</p>	<p>Staff to research personal pedagogical strategies and present to the rest of the staff.</p> <p>Staff to experiment with the strategies on the class floor</p> <p>Learning trios - Staff to share good practice on the class floor.</p> <p>High quality staff development programme and training action.</p> <p>January - Excellent Learning and Teaching - Nick Jones</p> <p>Following an Excellent Learning and Teaching course create a teaching free list to follow at all ages.</p>	<p>Staff to research personal pedagogical strategies and present to the rest of the staff.</p> <p>Monitor the provision collaboratively with a focus on pedagogy and pupil commitment.</p> <p>Whole staff meeting - book scrutiny.</p> <p>Monitoring - a learning journey, book scrutiny and talk and learners with a particular focus on pedagogy and Autumn Term self-evaluation experience recommendations.</p> <p>Update the Learning and Teaching action plan following the findings of the self-evaluation event.</p>

**Curriculum for Wales - Refining school-wide assessment and tracking procedures**

December MileStone	March MileStone	July Milestone
<p>Establish a new CIG leader, a strong leader to follow the school.</p> <p>Learning and Experience Area Leaders to create action plan following monitoring in autumn term 2024</p> <p>Share long-term plans for all areas and pitch to staff including new staff.</p> <p>Collaborate with other schools within and outside the cluster to determine assessment characteristics for 3 learning areas for each year – namely Science and Technology, Expressive Arts and Humanities.</p> <p>Training for staff on our assessment methods - assessment mats and Crossing Stones.</p> <p>Hold assessment weeks (October) and seasonal progress meetings.</p>	<p>Collaborate with other schools within and outside the cluster to determine assessment characteristics for 3 learning areas for each year – namely Science and Technology, Expressive Arts and Humanities.</p> <p>Progress Meetings - an opportunity to discuss intervention groups, ALN learners and challenge groups.</p> <p>Convert agreeable assessment features to Crossing Stone sheets, start trialing and assessing learners with the Crossing Stones each AOLE.</p>	<p>Collaborate with other schools within and outside the cluster to determine assessment characteristics for 3 learning areas for each year – namely Science and Technology, Expressive Arts and Humanities.</p> <p>Hold assessment weeks (Summer) and seasonal progress meetings.</p> <p>Introducing our new progress assessment and tracking procedures to parents and governors</p>

**School leadership development - Refine systems to develop school-wide leadership roles, increase accountability and ownership.**

December MileStone	March MileStone	July Milestone
<p>Collaborate with other schools within the cluster and beyond.</p> <p>HMS Cluster - 25.10.24</p> <p>CGY targets leaders to write impact reports at the end of each term.</p> <p>Create a dedicated staffing structure following the appointment of new members to the SLT including a Principal.</p> <p>Set specific expectations and roles for all school staff</p> <p>Debugging a monitoring map and</p>	<p>Collaborate with other schools within the cluster and beyond.</p> <p>SLT to write an impact report that is reflective and offers next steps in the school improvement process.</p> <p>Associate governors take a working role as a critical friend in learning missions and evidence monitoring</p> <p>Set responsibilities seasonally to members of the USA. This month Next month following the monitoring map - SLT actions</p>	<p>Collaborate with other schools within the cluster and beyond.</p> <p>Debugging a monitoring map and created to share responsibilities monitoring seasonally over school year period.</p> <p>SLT to write an impact report that is reflective and offers next steps in the school improvement process.</p> <p>Associate governors take a working role as a critical friend in learning missions and evidence monitoring</p>

<p>created to share monitoring responsibilities seasonally over the course of a school year.  SLT to write reports to staff and governors following school improvement actions - Governor's Curriculum Standards committee meeting 12.11.24  SLT to write an impact report that is reflective and offers next steps in the school improvement process.  Set responsibilities seasonally to members of the SLT. This month  Next month following the monitoring map - SLT actions</p>		<p>Set responsibilities seasonally to members of the SLT. This month  Next month following the monitoring map - SLT actions  SLT and entire staff to participate fully in the self-evaluation process and set next steps for CGY 25/26.</p>
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