

OVERVIEW / SUMMARY OF OUR School Development Plan : 2023-2026

To be published on the school's website



Our School Development Plan

Each academic year, we create our School Development Plan (SDP). This is a plan which identifies the areas we will be working on as a school over the academic year.

As of September 2022, all governing bodies must take account of the following national priorities in setting their improvement priorities:

- ✓ improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience
- ✓ reducing the impact of poverty on pupils' progression and attainment

Our SDP is broken down into priorities which have been identified from a range of sources including self-evaluation; data analysis; feedback from external sources and internal monitoring. The plan is written in collaboration with staff, governors, children and parents. For each priority, a number of actions are planned to take place throughout the year. It is a working document, and although there won't be major changes to the plan, as we put the children at the heart of everything we do, changes may take place to ensure the plan is responsive to the needs of our pupils.

To help increase confidence in, and commitment to the school and its development plan, the school will publish this summary copy on its website. This summary includes :

1. a high-level summary of the school's self-evaluation, communicating the school's main strengths and areas for development;
2. high-level improvement priorities for the current year, planned actions to achieve those priorities; and relevant milestones;
*include external support the school will access to help it achieve its improvement priorities during the current academic year (including support provided or brokered by regional consortia) and
3. a report on progress against the previous year's priorities

In this way, parents, carers, and learners will be able to access standardised information that is available for all schools. This will support transparency by providing parents and carers, as well as the wider community, with regular, consistent information about the school and its development.

*The above is aligned with the expectations set out in the Guidance and information on school improvement and the new framework for evaluation, improvement and accountability.

Section 1 : A high-level summary of the school's self-evaluation, communicating the school's main strengths and areas for development

3 overarching areas for self evaluation :	What are we proud of here at Ysgol Gymunedol Trimsaran Things the school does well. Features and/or activities that are unique/innovative to the school. Aspects we want to share and celebrate.	What could we better at here at Ysgol Gymunedol Trimsaran Areas where the school could be working much more effectively, or things the school could be doing better.
Vision and Leadership:	<ul style="list-style-type: none"> The senior management has a very solid and purposeful vision to drive improvement in the provision of the school. Their vision has been purposefully shared with all relevant stakeholders. The vision for developing the school is based on the input of a wide range of people where their opinion has been considered wisely. The vision ensures that there is progress in the standards of all pupils, including those from less privileged backgrounds and gives genuine attention to the national priorities. The school is managed and led by a professional and strong senior leadership team who set a purposeful development path for the school. They set high expectations of themselves and everyone within the institution. Duties have been purposefully distributed across the school which reflects its context. The governing body is proactive in getting to know the school and takes part in a range of rich activities to collect first hand evidence of the provision. They hold the headteacher and the school to account effectively for the service the school provides and fulfil all their statutory duties effectively. Middle leaders are developing their roles effectively and are guiding the development of the school's bespoke curriculum well. However, this needs to be further developed. 	<ul style="list-style-type: none"> Develop systems to ensure that teaching assistants are part of the performance management process. Developing the practices of organisation that learn across the school.
Curriculum, Learning and Teaching:	<ul style="list-style-type: none"> All staff know their pupils well and they differentiate appropriately to meet the needs of most pupils. Most support their independence well encouraging pupils to choose the challenge that best suits their ability. Nearly all staff have a robust understanding of the background of all learners and are mindful of this when planning purposefully to support the progress of learners. Many pupils start the school with low social and educational skills. However, nearly all pupils make strong progress from their starting point over time in their basic skills. Many pupils make good progress in their integral skills. However, a few pupils can make stronger progress in problem solving and critical thinking skills. A broad and purposeful curriculum that engages almost all pupils. Authentic and practical learning experiences are developed which ensure depth in the learning. 	<ul style="list-style-type: none"> Continue to develop the pupils' digital competency skills and continue to gain the confidence of staff within strand four of digital competency framework. Further develop extended writing opportunities across the school. Reconcile numeracy opportunities across the school to reflect the good practice that exists. Further develop conceptual understanding of pupils and staff's use of CPS teaching methods. Within formal lessons good examples of oral language were observed with pupils across the school, however the skills do not get reflected in informal situations. Standards of reading with around half the pupils need to be further strengthened and the love for reading needs to be improved. Many pupils need to deepen their understanding of the purpose of the tasks set for them.
Wellbeing, Equity and Inclusion:	<ul style="list-style-type: none"> The behaviour of most pupils is consistently good. The working relationship between the staff and the pupils is very effective. The relationships between the children are successful, and they are ready to collaborate effectively and respectfully. The teachers know the children well and successfully adapt their provision to meet the needs of almost every pupil. Pupil voice has a positive impact on the school's provision, e.g., curriculum planning and the effect of school councils. The school is proactive in working with external agencies to effectively meet the learners' needs. The background of all pupils is understood well by staff and nearly all treat pupils with empathy and understanding. Staff work proactively to establish useful relationships with the parents. Most staff adapt their communication style effectively to engage and inspire the learners well. 	<ul style="list-style-type: none"> Further develop opportunities for pupils across the school to make independent choices on how to present information and learn it.

Section 2 : High level School Development Plan priorities: 2023-2024



Priority 1 : *To continue to further develop an authentic and inquiry-based curriculum, in order to promote the best progress for all learners.*



Priority 2 : *To develop pedagogy in maths to ensure consistent use of CPA methods across the school to enhance pupils conceptual understanding.*



Priority 3 : *To continue to improve the older pupils' comprehension and higher order reading skills in both languages and their enjoyment of reading.*



Priority 4 : *As a focus of an SLO project, enhance provision to meet vulnerable pupils needs by tackling the impact of poverty on learners attainment*



Priority 5 : *Further improve the recent strong progress in the schools attendance levels.*

Section 2.1 planned actions to achieve the SDP priorities; and relevant milestones;

Priority 1 : <i>To continue to further develop an authentic and inquiry-based curriculum, in order to promote the best progress for all learners.</i>			Priority 2: <i>To develop pedagogy in maths to ensure consistent use of CPA methods across the school to enhance pupils conceptual understanding.</i>		
Vision and leadership	Curriculum, learning and teaching	Well-being, equity and inclusion	Vision and leadership	Curriculum, learning and teaching	Well-being, equity and inclusion
<p>What we're going to do ...</p> <ul style="list-style-type: none"> • Arrange 'inquiry-based learning' training with the Learning Partnership Wales. • Staff who have received the 'inquiry-based learning' training to investigate its impact in the classroom. • Provide feedback to the whole school on the above research. • Further develop an authentic curriculum that includes elements based on the local area to provide purposeful and meaningful experiences (Furnace/Llanelli area). • Develop a classroom environment that promotes the best progress for every learner. • Opportunities for staff to attend training on inquiry-based learning. • An open, broad stimulus that allows learners opportunities to experiment, inquire, and lead their own learning. • Ensure a 'conclusion' to the learning (at the end of the term) to integrate all the skills learned. • Monitor lessons, including full lesson observations / learning walks / scrutiny of evidence. • Monitor the learning environments. • Monitor planning. 			<p>What we're going to do ...</p> <ul style="list-style-type: none"> • Create an account for each learner on 'Winning With Numbers' Yr1-6. • Adapt classroom timetables to ensure that 'Winning With Numbers' is completed daily. • Numeracy coordinator to reinforce teaching staff understanding of the five proficiencies. • Numeracy coordinator to complete an audit of numeracy resources across the school. • Prepare and share numeracy problem solving strategies with PS2 and PS3 to display within the classroom. • Prepare and share group role cards for problem solving activities with PS3 • Teaching staff from PS2 and PS3 to meet to ensure there is consistency in the implementation of the problem-solving strategies. • Learning walks to observe 'Winning with Numbers' sessions. • Monitor teachers planning and books to ensure that the five proficiencies are incorporated. • Monitor how learners use purposeful opportunities to use numeracy skills across the curriculum. • Are they able to explain which resources would support them in reaching a solution? 		
<p>What we'll see when we've done it...</p> <ul style="list-style-type: none"> • Best practices of teaching and learning is shared across both schools in the informal federation. • Cross-curricular writing experiences for pupils are successful. • Learning/writing experiences and expectations across progression steps are mapped out on a medium- and long-term plan. • The outside area is constantly used to enrich the learning. • The level of challenge is appropriate for the pupils in each class through bespoke differentiation. • Termly progress meetings taking place. • Bespoke activities that are designed for the learners to collaborate. • The planned activities successfully meet the requirements and needs of most of the pupils with the differentiation being purposeful in most of the classes and highly effective in about half of classes. • Foundation Learning pupils choose freely in the continuous provision areas. • Nearly all teachers will plan thematic 'challenges' purposefully with a clear thread and link running through all the learning activities. Pupils supported in making purposeful connections in their learning. 			<p>What we'll see when we've done it...</p> <ul style="list-style-type: none"> • Learners have regular and purposeful opportunities to use numeracy skills across the curriculum. • Most staff will be confident to use a structured 'Winning with Numbers' system to ensure learners acquire on basic number information. • Learners will gain a solid understanding of basic number knowledge and develop fluency and confidence in using number facts ('Winning with Numbers'). • Learners use a concrete structure for problem solving and understand the steps that need to be taken. They demonstrate resilience, perseverance and creativity in tackling problems and challenges. In Progression Step 3, learners are able to take on specific and different roles within a group in problem solving. • There are regular opportunities for learners to solve problems based on real life. • There are opportunities for learners to undertake mathematical enquiries that deepen their understanding of problem solving and reasoning. • In each class there is a maths wall to reinforce the children's knowledge and understanding. The wall is current to show what is covered in mathematics at the time. • The teaching staff have a solid understanding of the 5 mathematical proficiencies and plan lessons around these proficiencies. 		

Priority 3: To continue to improve the older pupils' comprehension and higher order reading skills in both languages and their enjoyment of reading.			Priority 4: As a focus of an SLO project, enhance provision to meet vulnerable pupils needs by tackling the impact of poverty on learners attainment		
Vision and leadership	Curriculum, learning and teaching	Well-being, equity and inclusion	Vision and leadership	Curriculum, learning and teaching	Well-being, equity and inclusion
<ul style="list-style-type: none"> To level reading books according to difficulty and to organise and develop the school library. Organise books into categories that would engage a variety of learners, especially boys. Each classroom to develop reading areas that inspire readers Continue with the class reading competition to raise awareness of the importance of reading consistently. Carousel daily reading to develop learners' fluency and understanding – Welsh for two weeks and English the following week (2:1). Staff from the Foundation Phase to support Key Stage 2 staff. Staff to plan reading carousel sessions purposefully and effectively using activities provided in published guided reading resources. SMT to conduct frequent learning walks of the reading session, mentoring staff on how to improve the activities and highlight effective activities amongst teachers. Literacy co-ordinator to collect the reading carousel plans in the week before they are implemented, to ensure that sessions have been planned effectively. Whole class shared reading sessions as well to improve reading skills and enjoyment of texts e.g., whole class books etc. Monitor the effectiveness of the reading scheme of work. Assess learners' reading skills from year 2 to 6 using internal tests in Welsh. Continue to use Darllen Co. and Oxford Reading Buddy for home reading. Encourage pupils to answer questions about the text to further develop their comprehension skills. 			<ul style="list-style-type: none"> Staff to attend training- Effective research model Teachers to have time to research and create action plan Teachers to trial within the classroom / collect evidence / evaluate Share findings / good practise with staff Staff to trial in their classrooms and feedback 		
<p>What we'll see when we've done it...</p> <ul style="list-style-type: none"> Most pupils show improvements in their standardised scores in the Welsh/ English National Reading tests. Many pupils have a positive attitude towards reading in Welsh & English. Many pupils in Years 5 and 6 have the same enthusiasm and enjoyment for reading Welsh and English. When all tasks are planned carefully to improve pupils reading skills. The pace of progress has been enhanced for most learners. When guided reading enthuses nearly all learners and are planned robustly. Many pupils make progress in their reading skills including: <ul style="list-style-type: none"> Many pupils can skim, scan, reword, predict, shorten and evaluate firmly by the end of year 6. <ul style="list-style-type: none"> By the end of year 6 many pupils will have a solid understanding of factual text features. By the end of year 4 many pupils develop their questioning skills of what they read and differentiate between the main characters and other characters. Many pupils have a greater fluency when reading in Welsh due to a better understanding of vocabulary. Phonics are grasped firmly in year 3 and intervention is in place for those who need support. When parents note a positive attitude in reading when their children are at home. When the questioning strategies of all staff have improved. 			<p>What we'll see when we've done it...</p> <ul style="list-style-type: none"> Staff will have been trained in developing the school as a learning organisation. Strategies are developed and learners are making progress. Test data will show a larger increase in the average standardised scores for each test. Staff evaluating and feeding back to the school. Impact on learners has been proven. 		

<ul style="list-style-type: none"> • When SMT have conducted frequent learning walks of the reading session, mentoring staff on how to improve the activities and highlight effective activities amongst teachers. • When school staff have worked together to develop a bank of good practice that can be implemented weekly. 		
Priority 5: Further improve the recent strong progress in the schools attendance levels.		
Vision and leadership	Curriculum, learning and teaching	Well-being, equity and inclusion
What we're going to do ... <ul style="list-style-type: none"> • Ensure that the importance of good attendance and punctuality is shared with all parents during the initial parents evening in September. • The process of reporting absence will also be reinforced. • To continue with the very robust processes that we have in place including: • Challenging late arrivals • Highlight importance of attendance in parents' evenings, assemblies, letters etc • The presenting of Attendance awards • ½ termly monitoring of attendance • Warning letters – no improvement in 10 days – support meeting HT/DHT • Referral to EWO • Support Meeting with EWO • Final Warning • Monitor whole school attendance • Letters to inform parents of pupils attendance • Invite for meeting with HT/DHT • Warning letters • Referral to EWO 		
What we'll see when we've done it... <ul style="list-style-type: none"> • The attendance improvement seen over the last two years is maintained or further improved. • The difference in attendance of vulnerable groups of pupils continues not to be a cause for concern. 		

Section 3 : A report on progress/impact against the previous year's priorities (2023-2024)

Priority	Impact Did we meet our targets? What was the impact? If not fully met, explain why.
<p>Priority 1: To improve Welsh oracy skills of our learners and to raise the status of the language and respect towards the Welsh language across the school.</p>	<p>Most pupils make effective progress from their baseline in developing their basic skills. The majority speak Welsh appropriately with staff, however English takes priority of the verbal communication with many and they and speak English with their peers in informal situations. The oral skills of the school's youngest pupils are developing effectively and by Year 2, many are beginning to chat confidently in Welsh about their work and experiences.</p> <p>There are consistent 'Cynllun Clonc' sessions enabling most pupils to communicate confidently through the medium of Welsh by the time they reach Year 3.</p> <p>The majority of older pupils report that the regular language drill sessions (Cynllun Clonc) help improve their Welsh, however staff do not always correct basic language errors beyond the language lessons.</p> <p>Most pupils in years 2 to 6 listen politely to each other and chat with increasing confidence with adults when discussing their work and learning.</p> <p>Most pupils show good progress in their oral skills.</p> <p>Targets:</p> <ul style="list-style-type: none"> To continue with consistent daily 'Cynllun Clonc' sessions
<p>Priority 2: To develop our learners' understanding of the importance of data and information literacy and how this links into our digital world.</p>	<p>Nearly all learners are provided with consistent opportunities to develop computational thinking across the curriculum.</p> <p>Online Safety messages are further embedded across all classes and are applied outside the lessons.</p> <p>The majority of pupils are confident in synchronous working e.g. collaborative working to produce a shared group work PowerPoint presentation through Office 365 or Google Slides.</p> <p>Most learners are able to sort objects using appropriate software for example shapes in J2Branch progressing to creating branching databases using appropriate questions by year 4. Most learners have developed appropriate data handling understanding through use of & shared development of large record databases e.g. J2Data by year 6.</p> <p>Nearly all learners have had opportunities to develop computational thinking skills through offline & online activities e.g. Barefoot computing, hardware coding Microbits, Partneriaeth kit loans and as a result most pupils are confident in transferring these skills in every day activities.</p> <p>There is consistent evidence of learners coding work, including work developed outside of Hwb e.g. Makecode classroom</p> <p>Digital leaders (pupils) are in post to upskill and help other learners / teachers within the school.</p> <p>Nearly all staff have a better understanding of the full range of DCF that is appropriate to the learners age and ability.</p> <p>Targets:</p> <ul style="list-style-type: none"> Learners to use increasingly complex challenges whilst using spreadsheets for example in years 3 & 4 will be able to use spreadsheets for arithmetic calculations & simple whilst in years 5 & 6, pupils will be able to make effective use of excel with more complex functions e.g. MAX, MIN, AVG.

<p>Priority 3: To improve pupils' comprehension skills and develop higher order reading skills in Welsh.</p>	<p>During the learning walk, all classes had planned a reading carousel, and many pupils were engaged purposefully with the tasks. However, many of the tasks planned did not improve the pupils reading skills purposefully enough. Most activities were either comprehension tasks or individual reading, where pupils were applying previously acquired reading skills and not being challenged to develop their skills further. Most pupils when asked, had a good variety of strategies to work out the meaning of new and challenging words. Many pupils' fluency in reading is developing but the pace of progress could be further enhanced. In many classes observed, staff were not employing guided reading strategies purposefully and effectively to improve skills. The sessions were not planned robustly, and the activities did not enthuse pupils reading well enough. Most pupils worked independently on comprehension tasks and completed answers in books. The writing of answers for comprehension questions slowed the pace of learning and prohibited pupils from developing higher order reading skills and a deeper understanding of the texts. The senior management team has reviewed standardised test data and there has been limited progress. Data suggests standards remain below the national average. The literacy co-ordinator has ensured all staff have received a file with examples of reading activities to support pupils' reading skills. The senior management team has bought reading materials to support sessions and ensured all staff are aware of the expectations to hold a daily reading carousel. The co-ordinator has provided staff with good quality reading skills resources to support their planning of reading sessions and has provided staff with a bank of differentiated questions to use during guided reading sessions. All classes plan a reading carousel, and many pupils engage purposefully with the tasks. However, many tasks planned do not improve the pupils reading skills purposefully enough. Most activities are either comprehension tasks or individual reading, where pupils apply previously acquired reading skills and not being challenged to develop their skills further. Many pupils' fluency in reading is developing but the pace of progress needs to be enhanced. Many teachers need to improve guided reading strategies purposefully and effectively to improve skills. The sessions were not planned robustly, and the activities did not enthuse pupils reading well enough. Most pupils work independently on comprehension tasks and completed answers in books. The writing of answers for comprehension questions slowed the pace of learning and prohibited pupils from developing higher order reading skills and a deeper understanding of the texts.</p> <p>Targets:</p> <ul style="list-style-type: none"> • Many staff need to develop the use of effective questions to probe texts discussions within guided reading groups.
<p>Priority 4: To ensure consistent level of challenge and concrete and visual resources to further develop learners' conceptual and reasoning skills.</p>	<p>Across the school, pupils are provided with a rich, practical, authentic, and engaging range of learning opportunities.</p> <p>In the foundation learning classes, most pupils are able to recall previous learning and apply it independently in tasks set at the appropriate level for their abilities.</p> <p>Most pupils in the foundation learning classes show resilience when applying numeracy skills and demonstrate a high level of enjoyment. The environments in all classes of the foundation phase have been developed well to inspire pupils who are inquisitive and productive in both the indoor and outdoor environments.</p> <p>Most staff in the foundation learning question the pupils well.</p> <p>Pupils can use various resources effectively to solve the mathematical problems posed to them, across the curriculum.</p> <p>Pupils in the foundation learning made good progress in their integral skills and show a high level of creativity, organisational and problem-solving skills.</p> <p>Relationships within these classes are very positive and staff support the learning within the play highly effectively, demonstrating a good knowledge of the learners.</p> <p>Progress of pupils' numeracy skills in the foundation learning classes is strong and reflects the numeracy framework well.</p> <p>The level of challenge and progress of pupils' numeracy skills in the older classes remains to be good.</p> <p>The majority of staff question pupils well in the older classes. However, with a minority of staff, the questions asked were closed in their nature and did not encourage pupils' problem-solving skills.</p>

	<p>Most pupils across the school demonstrated a high level of resilience when completing numeracy tasks and the behaviour of most pupils was very good.</p> <p>Many pupils could explain how they had arrived at an answer to a question. However, when challenged to prove their answers or show a different way of getting to the answers, many pupils were not confident.</p> <p>They did not know how to use pictures or resources to justify their answers.</p>
<p>Priority 5: To further develop an authentic curriculum of inquiry-based learning to ensure the best possible progress in our learners.</p>	<p>The Inquiry based learning has been trailed in all classes and fed back to the school - developing the school as a learning organisation.</p> <p>The inquiry-based approach is trailed and developed across the school.</p> <p>Most lesson plans evidence the enquiry-based learning strategies.</p> <p>Majority of learners can explain the way they have learned / following the inquiry-based method.</p> <p>Nearly all AOLE leaders can evidence learners' skills.</p> <p>The school has fully mapped our inquiry-based learning curriculum.</p> <p>Inquiry based learning is evidenced in portfolios/ see saw/ pupil workbooks.</p> <p>Learning environments in the classroom provide a broad option of resources to encourage inquiry-based learning.</p> <p>Targets:</p> <p>Pupils to be independent researchers and present information.</p> <p>Develop pupils as critical thinkers.</p>