



## Ysgol Bro Famau Summary of Evaluation and Development Plan 2024 - 2025

*At Ysgol Bro Famau we continuously monitor and review our progress against priorities to ensure that your child receives the best education to achieve their potential in a happy, stimulating and inclusive environment.*

### Progress against last year's priorities

#### 2023-2024

**Priority 1: to build on the well-established curriculum to ensure continuity and progression in skills, knowledge and understanding**

*There is strong pupil voice in the planning which has the 4 purposes at the heart. Taith 360 is used effectively to plan according to what matters statements and staff monitor coverage of the curriculum. Regular engaging STEM and TASC opportunities are planned. Well attended open evenings were held for parents to share information about the curriculum, TASC and STEM. Successful Forest School sessions were held weekly across the school led by our qualified Forest School Practitioner.*

**Priority 2: to develop extended writing using a wide range of genre across the curriculum**

*A new language, literacy and communication plan has been written. A wide range of genres are covered over a 4 year cycle through interesting topics, using engaging model texts to learn and embed skills.*

*Cold and hot tasks are used to assess starting point and shows the progress made by pupils. Good practice has been shared with colleagues with information from Professional learning being cascaded to other members of staff.*

**Priority 3: to develop Science Technology, Engineering and Maths across the Curriculum**

*An open evening was held to present information about STEM to parents which was well attended. Teachers have accessed training and new resources have been purchased with the Edina Trust grant to support the STEM curriculum. Pupils have had weekly opportunities to develop their STEM skills. These skills have been assessed and tracked using Taith 360 showing good progress.*

## Our Strengths

- Ysgol Bro Famau is a close-knit, inclusive school where everyone has a say in the way things work.*
- The whole staff, pupils, governors and parents work together efficiently and effectively for the benefit of pupils.*
- All stakeholders work well together, along with the support of the wider community, to make this a particularly happy, hardworking and successful school*
- Teachers take good account of pupils' needs and opinions to plan interesting lessons and experiences that focus well on establishing pupils' basic skills and concepts.*
- Pupils' behaviour is excellent. They conduct themselves maturely for their age and are kind and considerate towards each other.*
- Pupils embrace leadership responsibilities eagerly in their roles on school committees and contribute effectively towards school improvement.*

## Self-Evaluation

### Vision & Leadership

- The well-being and progress of pupils is at the heart of the school's vision.
- The school's 'five-star' approach to learning, which links closely to the four purposes of the Curriculum for Wales is understood well by staff, pupils and parents.
- There is a collaborative approach to all aspects of the school's work.
- Leaders have established a culture of high expectations for themselves, for staff and for pupils
- Governors have a thorough knowledge and understanding of the way the school works.
- All leaders identify improvement priorities through a range of appropriate monitoring activities, taking good account of the specific needs of pupils, as well as national priorities. These are shared with all stakeholders

## Curriculum, Learning and Teaching

- Leaders and staff work diligently towards creating an exciting whole-school curriculum that aims to develop the whole child.
- Staff liaise closely with pupils, parents and governors to develop a purposeful curriculum vision based on the school's values, which takes good account of the Curriculum for Wales
- Immersion and enrichment weeks (TASC) for pupils in Years 3 to 6 provide authentic learning experiences that take place in and outside the classroom environment based on the 6 AOEs
- Forest School activities led by our qualified practitioner provide opportunities for all our pupils to develop independence and a love of the outdoors.
- Provision to strengthen pupils' mathematical skills and their use of numeracy across the curriculum is a particular strength and leads to high standards.
- Teaching and support staff cooperate seamlessly to create a close and supportive ethos that helps pupils to feel comfortable and confident as they learn

## Well-being, equity & inclusion

- Nearly all pupils understand the importance of making healthy choices and know how to keep themselves healthy
- Pupils' behaviour is good. Nearly all pupils show respect, understanding and tolerance towards others
- There are effective systems for the early identification of pupils with additional learning needs and this helps to ensure that they receive support quickly
- Skilled staff offer a variety of literacy and numeracy interventions that they tailor to pupils' individual needs.
- The school promotes equality, diversity and inclusion effectively through a range of creative activities, including anti-bullying projects.
- There is a very strong culture of safety and well-being in the school.
- There is strong pupil voice within our school. Nearly all pupils have many opportunities to develop their understanding of citizenship through the school Senedd

## School Development Priorities

2024-2025

**Priority 1 : Oracy – to improve pupils' application of Oracy skills across the curriculum**

**Priority 2: to develop the revision/editing process to improve writing across the school**

**Priority 3: to plan for Mathematical Development to ensure coverage of the AoLEs across the Progression Steps**

**Priority 4: To continue to develop whole school curriculum planning to ensure coverage of What Matter statements in the AOEs**