

YSGOL DYFFRYN TRANNON
SCHOOL DEVELOPMENT PLAN: SUMMARY 2024-2025

The overview of our ‘School Development Plan’, provides details of activities we are undertaking to help improve provision within this academic year. The plan helps us to move towards our school vision, for all. It also takes into account the national priorities for Wales which are:

- 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.

The chosen areas of focus are based on thorough analysis of data, monitoring and self-evaluation review. Activities are costed and we use both school delegated budget and WG grants to support the priorities.

School Self-Evaluation: Summary	
<p>The Strengths of Ysgol Dyffryn Trannon</p> <ul style="list-style-type: none"> ✓ Staff provide a range of interesting learning experiences, including trips and visits. ✓ Our children are happy at school ✓ School vision co-constructed and shared with all. ✓ Pupils enjoy learning and are enthusiastic. ✓ Positive working relationships between pupils, parents and staff. ✓ Whole school activities e.g, Wellbeing days / Diwrnodau Cymraeg ✓ ALN development ✓ Pupil behaviour and wellbeing ✓ Nearly all learners feel safe at school. 	<p>The Areas for Development</p> <ul style="list-style-type: none"> ➤ Curriculum for Wales – ongoing development of the cross-cutting themes. ➤ Numeracy through purposeful learning opportunities. ➤ Extended writing opportunities ➤ Develop effective feedback strategies and learner understanding of ‘Next steps...’.

School Development Plan Evaluation 2023 – 2024	
Priority	Evaluation of Progress
<p>1. Increase opportunities for learners to extend their writing independently through a consistent approach to the talking the text and the ‘Bump it Up’ strategy; providing learners with opportunities to co-construct the success criteria (SC) and clearly understand what they are doing well and what they need to do next.</p>	<ul style="list-style-type: none"> • “Bump it Up’ walls is classes • WAGOLL are being used by pupils to identify areas for improvements within their own work. • Pupil progress meetings identify the next steps in learning. • Increased opportunities for ‘free writing’. • Many learners improve their writing skills effectively as they move through the school. • Many learners are involved in the co-construction of SC and many learners state that the SC supports them with their learning.
<p>2. Improve the learners’ numeracy skills across the curriculum through the planning and delivery of rich, challenging, and purposeful tasks.</p>	<ul style="list-style-type: none"> • Book looks evidence that mathematical skills are developed progressively throughout the school. • Many learners are completing mathematical elements across the AoLE’s that align with their mathematical ability

	<ul style="list-style-type: none"> Nearly all staff have a knowledge and understanding of what a 'Rich Task' entails and how to ensure learners succeed. Staff collaboration with cluster schools to focus on skills progression.
3. Collaborate with the cluster schools to ensure that the mandatory elements of the Progression Code are addressed effectively.	<ul style="list-style-type: none"> Key concepts have been identified using the WM statements and there is a greater familiarisation of how the four purposes form the thread throughout. Experiences presented to learners show evidence of small steps which support the extended writing processes. The use of Lyn Sharratt '5 key questions' is increasing.
4. Increase the impact of marking, feedback, and assessment procedures.	<ul style="list-style-type: none"> Talking to learners reports that Verbal Feedback (VF) is used in all classes. This is often within a 'pit-stop' and learners say that they find this feedback valuable as they can improve their work 'there and then' Increased use of digital tools to support the provision of feedback. Most learners are aware of where they need to improve and know the progress that they are making.

School Development Priorities 2024 – 2025		Activities which run across the three terms include: Monitoring, evaluating and updating 2024-2025 Impact Assessments.		
Priorities	Outline of activities to be undertaken	Autumn Term Milestones	Spring Term Milestones	Summer Term Milestones
Develop the provision for outdoor learning from Reception to Year 6 across all the ALoEs	Ensure that the outdoor learning space becomes fully integrated into the planning and learning experiences across the whole school. Each phase has allocated areas within the grounds and school garden. Weekly, timetabled outdoor learning opportunities. Practitioners identify opportunities within their planning for learning in the outdoors across all AoLE's throughout the year. Compile cross-curricular ideas for developing learning adventures / activities in the outdoors. Explore the wild, Welsh wilderness with the support of the Wildlife Trust Wales.	Planning for the outdoors takes into consideration the interests and skills of all pupils. Most foundation learners make good use of enhanced provision within the outdoors for weekly/daily activities. Eco committee have been elected and have identified age-appropriate environment foci for the phases within school. Majority of learners have experienced outdoor learning	The outdoor learning space becomes fully integrated into the planning and learning experiences across all classes of the school. Learning walk observations evidence that all pupils are given the opportunity to learn outdoors. Monitoring activities evidence that most learners have opportunity to develop their skills outdoors across the AoLE's. Majority have had forest school experiences.	Most areas of the school grounds are maintained to a high standard. Monitoring activities report that most learners appreciate the outdoor areas and take pride in their surroundings. Outdoor provision enables nearly all pupils to practise and develop their skills. Most learners can discuss the importance of conservation and maintaining habitats. Many learners have had forest school experiences within the locality.
Develop provision for Relationships and Sexuality Education (R.S.E) and Religion, Values and Ethics	Design and develop the RVE curriculum in line with the guidance within Humanities AoLE. Include the cross-curricular and integral skills when designing the curriculum.	Most staff have had opportunity to review the requirements of the Humanities AoLE in relation to RVE.	Provision is mapped out from Reception to Year 6 to ensure progression.	Monitoring activities demonstrate that there is a clear progression of skills in most classes.

<p>(R.V.E.) within the curriculum.</p>	<p>Relationships and Sexuality Education (RSE) Develop understanding of the cross-cutting theme of RSE with focus on the 3 broad themes. Map the RSE continuum for each year group to ensure teaching staff are aware what needs to be taught in which phase of learning. Audit current provision. Continue to develop provision for Mental and Emotional Well-being</p>	<p>All staff to provide regular opportunities for learners to develop their understanding of RVE within a broad and balanced curriculum. Super Ambassadors to attend the meeting with the Children's commissioner for Wales. Super Ambassadors have introduced the monthly/termly task. Majority of older learners can confidently discuss the Rights of the Child through the work of the Super Ambassadors. All staff aware of RSE Code. Watch HWB playlist. All teaching staff to join the RSE network on TEAMS and familiarise themselves with the content. Introduction of a MH&EWB newsletter for stakeholders to inform has been sent. SHRN survey shared with learners and parents.</p>	<p>Many older learners can confidently discuss the Rights of the Child through the work of the Super Ambassadors. Monitoring of the planning / learner profiles for Humanities and the RVE element show that the majority of learners have a range of opportunities to learn about other religions alongside values and ethics.</p>	<p>Most learners can confidently discuss how RVE has helped them with the development of the four purposes through the work of the Super Ambassadors and introducing the Rights of the Child. Monitoring activities demonstrate that many learners have a good understanding of the RVE elements that they have experienced. Many learners have had opportunity to focus on their well-being and have benefitted from opportunities provided to them.</p>
<p>Strengthen digital skills of both staff and pupils with a focus on coding.</p>	<p>Learners are using the correct vocabulary related to IT, throughout the school. Teach the pupils how to carry equipment, how to charge and store in classrooms tidy and respectfully. Develop learner understanding of how to keep safe online. Staff to be given opportunities to update and upskill through training with a focus on coding to gain confidence in delivering digital practices in the classroom. E-safety The school to review and improve its e-safety measures to ensure all stakeholders feel confident about how to keep young people safe online.</p>	<p>Staff to introduce common words (cliniadur, gwefru) and instructions of how to look after the equipment. Around half of the pupils can talk about keeping safe online and respecting equipment. Staff plans and pupil's work identify tasks designed to allow around half of pupils to practice digital skills across all AoLE. School has provided the opportunity to participate in the DVLA coding challenge. The school has audited its current coding equipment and staff have had opportunities to explore how it works and to introduce it to learners.</p>	<p>Monitoring activities evidence that the majority of pupils are using the correct terminology when talking to SLT during learning walks etc. The digital progression map has been used by staff to monitor progress in digital skills and is developing in showing progression in skills throughout the school. The school council digital representatives have led the school in raising awareness of 'Safer Internet Day' (Tuesday 11th February 2025). A whole school project 'Being Safe Online' has been carried out. The school has welcomed PC Viv Ainsworth to discuss online safety with older pupils.</p>	<p>The school is successfully teaching an ICT curriculum that encourages pupils to transfer their skills and knowledge across a range of activities Most pupils are showing their confidence in selecting which ICT skills they need to use to complete a given task. The digital representatives have shared with all stakeholders the progress the school has made in making our school digitally safe. All stakeholders have been provided with the information needed to help keep our pupils digitally safe, with relevant information added to the school website.</p>

<p>Improve reading proficiency by raising the profile of reading Welsh books.</p>	<p>Carry out All Wales Reading Test (AWRT) in both languages at the start of the academic year and at the end to track pupils progress in their reading skills. Practitioners to enhance the teaching of reading comprehension. Daily, class reading sessions for all pupils to listen and enjoy Welsh stories. Pupils have input into the class novels / story books chosen. Years 5 & 6 pupils to write a book review to encourage other pupils to read the books. These will be displayed in the library area with the book. Visits from Welsh authors to school and carry out workshops on reading and the enjoyment of reading. Author posters up in the library area to learn about different authors. Visit the local library in Newtown so that learners understand how the library system works.</p>	<p>Baseline for all pupils from year 2-6 in reading carried out. Support / challenge provided accordingly. All classes to carry out reading sessions at some point during the day, with their class. Reading areas set up and visible in all classes. Talking to learners evidence that many learners are given the opportunity to enjoy and make use of the books. Year 5 & 6 staff to introduce book reviews and show a WAGOLL.</p>	<p>Track pupils progress and monitor the reading sessions to ascertain progress. Many learners are enjoying spending time reaad and are choosing appropriate books for their ability to enjoy with a friend. Arrange a visit with a Welsh author to work with all pupils in the school to encourage reading. Many learners have had opportunity to visit the library and enjoy a reading session</p>	<p>AWRT during the last term evidence that many learners have made progress with strategies for the way forward. Reading areas are appealing to the pupils and have a good range of books. Pupils taking responsibility to keep the areas tidy and treating with respect. Book club run by pupils once a week / month to read and discuss books of their choosing is allowing many readers to read for enjoyment.</p>
<p>Support and Guidance</p>	<p>Local Authority (Powys) Professional Learning Programme / School Improvement Advisor (SIA) AoLE network meetings / collaboration with cluster schools / INSET</p>			

Full SDP available from the school

‘Pawb o bwys yn ein hysgol ni – Ysgol Dyffryn Trannon, Calon Ein Bro’
‘Everyone matters in our school – Ysgol Dyffryn Trannon, Heart of our Community’