



**Ysgol Mynydd Bychan**  
**2022 – 2023 School Improvement Plan**  
**Summary**

## School self-evaluation: summary

### Strengths:

- Pupils' personal and social skills are developed very well from the very beginning in the Foundation Phase. This has a very strong effect on behaviour and the ethos of collaboration and playing together across the school.
- By the end of Year 2, most pupils write effectively in a wide range of forms.
- By the end of Progress Step 3 most pupils write clearly and effectively in both languages.
- The use of numeracy, literacy, thinking and ICT is developing very well.
- Most of the pupils are confident in using thinking skills and good investigative skills in their work.
- Pupils' digital skills are well developed, the pupils use these skills effectively across all areas of their learning.
- The majority of pupils use their skills and various strategies to effectively overcome problems across the curriculum.
- On the whole, the independent learning skills of most of the pupils are developing well. Pupils of all abilities make good progress across the school from their various starting points.
- Almost all pupils feel safe and receive the best possible care within the school. They know who to turn to if they are worried.
- Almost all pupils have a firm awareness of the importance of eating healthy and keeping fit.
- The behaviour of almost every pupil is very good within the classes and around the school.
- Most of the pupils are confident when working together with their peers and others.
- Almost all pupils are enthusiastic and eager to learn with most showing dedication in the lessons and the ability to persevere well on tasks for extended periods.
- Almost every pupil plays a valuable role in the community.
- There are a wide range of opportunities for pupils to contribute to school life through different pupil voice groups.
- Classrooms are productive, active and engaging learning environments.
- Careful and detailed lessons are planned which successfully stimulate the interest and enthusiasm of most of the pupils.
- A variety of teaching strategies are planned and used effectively by almost all teachers, which include investigative and creative work in order to include and meet the requirements of all pupils
- Almost all pupils are enthusiastic and eager to learn with most showing dedication in the lessons and the ability to persevere well on tasks for extended periods.
- There is a very good relationship between the pupils and the teachers and most have high and challenging expectations for them.
- There is an excellent Welsh ethos in the school
- There is a wide, good variety of stimulating experiences that develop the skills well.
- The school has a very caring and inclusive ethos.
- The school promotes the pupils' spiritual, moral, social and cultural development very effectively.
- Equal opportunity is ensured for all pupils in all aspects of their work.
- The school places an exceptionally high emphasis on equality, diversity and respect.
- There are very effective arrangements in place to help pupils manage their feelings and develop self-image and self-esteem.
- The provision for pupils with additional learning needs is very good.
- Pupils' appreciation of different cultures and other beliefs is developed very successfully.
- The school makes very effective arrangements for promoting healthy eating and drinking as well as keeping fit.
- Child protection procedures are robust. The pupils' understanding of how to stay safe on the internet is very good

- The headteacher, governors and senior management team (SMT) have a clear vision and high expectations for developing the school into a successful community.
- The senior management team plays a full role in setting a clear strategic direction for the school's work.
- The school has thorough performance management procedures that encourage staff to develop and improve their practice by setting purposeful objectives that align with the school's priorities.
- The governors have comprehensive information and a thorough understanding of the school's performance and processes
- The school's self-evaluation procedures are detailed and include a wide range of direct and appropriate evidence, which is based on the quality of teaching and learning
- There is an effective link between the outcomes of the self-evaluation report and the priorities of the school improvement plan. The SIP is an operational document with a clear focus on raising standards. The beneficial actions for achieving the priorities include a detailed action timetable and clearly identify staff responsibilities, resources and financial requirements.
- The school collaborates very successfully with a variety of primary schools in the cluster to share good practice within teaching to develop pupils' well-being and standards.
- The school has a detailed plan for using the Pupil Development Grant, which specifies dedicated support for disadvantaged pupils

### **Meysydd i'w datblygu:**

- Continue to develop the confidence of many pupils to use their numeracy skills when solving reasoning problems and cross-curricularly.
- Develop rich writing skills cross-curricularly
- Promote pupils' health and well-being in order to develop their ability to face life's challenges and opportunities
- Tighten assessment procedures for learning in order to guide future teaching and learning more successfully
- Strengthen the self-evaluation procedures so that all members of staff have a solid understanding of strengths and areas that need improvement in the school.
- Expand distributed leadership to ensure clear accountability procedures.
- Continue planning and mapping the learning descriptors

## **2021/22 School Improvement Plan Evaluation**

| <b>Priority</b>  | <b>Evaluation of Progress</b>   |
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| 1. Design, planning and embedding the 6 Areas of Learning and Experience throughout the school in order to ensure development and continuity in the pupils' skills | The school staff are familiar with the content of each Area of Learning and Experience that is relevant to the age they teach<br>The statements of what is important are used to inform the process of developing YMB curriculum content. As a result, it is ensured that there is a strong link between the content of our curriculum and the statements.  |
| 2. Embedding Voice 21 methods across the school in order to improve the standards of language accuracy of all pupils.  | Good oral tasks were designed to ensure that the pupils have the skills to participate and improve their orality effectively. As a result, the standard of pupils' orality skills (speaking and listening) has developed successfully.<br>The staff have considered and planned what the pupils talk about in order to engage pupils and support their learning. This ensures that the discussions are purposeful and of high quality.<br>The lesson observations show that most pupils |

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|  | <p>-have developed self-confidence when negotiating and that their oral skills are good or better.</p> <p>-uses appropriate language when discussing.</p>  |
| 3. Improve independence and promote pupils' resilience when choosing the appropriate challenges.     | <p>Appropriate challenges are planned which meet the requirements of almost every pupil. As a result, this encourages the independence of almost all pupils during lessons.</p> <p>Most pupils are able to evaluate their learning and their mistakes, identifying areas for development</p> <p>Strategies have been developed which help almost all pupils to manage their well-being and build resilience. As a result, they respond more positively when faced with challenges, uncertainty or failure.</p> |
| 4. Embedding the philosophy and pedagogy of the new Additional Learning Needs Act across the school. | <p>Additional Learning Needs (ALN) are identified early. As a result, the most suitable support was provided to learners.</p> <p>The ALN Co-ordinator assists staff extremely successfully to access appropriate resources, information, connections and services in order to guide best practice.</p> <p>Each ALN plan or one-page profile contains key information of the steps needed to support the learner very effectively.</p>  |
| 5. Work towards the Healthy Schools National Quality Award   | <p>The work of the Healthy Schools National Quality Award is embedded across the school.</p> <p>The school won the National Quality Award for Healthy Schools. The school has reached the highest standards in all seven Healthy Schools' aspects of health and well-being.</p>  |

## 2022/23 SCHOOL IMPROVEMENT PLAN PRIORITIES

| Priority  | Actions   | Support  |
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| <p>1. Refine and implement assessment and progress tracking arrangements in accordance with the requirements of 'Assessment Arrangements' Curriculum for Wales.</p>   | <ul style="list-style-type: none"> <li>• Use assessment information as part of a self-evaluation process</li> <li>• Support learners' progression by reflecting on planning methods, developing and implementing curriculum and assessment arrangements.</li> <li>• Use the "What Matters statements o' and the learning descriptors for each of the statements for the purpose of assessment</li> <li>• Collaborate with Glantaf Cluster schools to ensure coherent progress and to support the pupils' journey along the continuum at transition times, between primary and secondary schools</li> <li>• Assessment for Learning Project - collaboration with the Glantaf Cluster</li> <li>• Communicate effectively with the parents in order to include them on their child's journey.</li> <li>• Planning for, and providing effective learning experiences that are appropriate to the age and development of each individual pupil.</li> <li>• Promoting pupils' well-being through assessment practices</li> <li>• Evaluate the learning, including observation, questioning and discussion.</li> </ul> | <ul style="list-style-type: none"> <li>• Collaboration with Glantaf Cluster schools</li> <li>• Attend assessment courses, measure progress</li> <li>• Share good practice within the school</li> </ul>   |
| <p style="text-align: center;"><b>December Milestones</b></p> <p>The staff will:</p> <ul style="list-style-type: none"> <li>• successfully use new peer self-assessment sheets in their classes.</li> <li>• supporting each individual learner to progress appropriately</li> <li>• ensuring all pupils are supported and challenged</li> <li>• Discuss and understand 'what is progress?'</li> </ul> | <p style="text-align: center;"><b>March Milestones</b></p> <p>The staff will:</p> <ul style="list-style-type: none"> <li>• be able to build on existing assessment methods to develop new assessment strategies</li> <li>• collaborate with their colleagues in Clwstwr Glantaf schools to ensure a coordinated progression for the pupils</li> <li>• look for progress in pupils' books by comparing this term's</li> </ul>  | <p style="text-align: center;"><b>July Milestones</b></p> <p>The staff will:</p> <ul style="list-style-type: none"> <li>• be confident in identifying, capturing and reflecting on the progress of individual learners over time</li> <li>• collaborate effectively with the parents to enable them to understand how their child is progressing and the best way to support their learning.</li> <li>• Be able to measure and compare pupils' progress</li> </ul> |

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| <ul style="list-style-type: none"> <li>ensuring that assessment is key to supporting each individual learner to progress along the same continuum at an appropriate pace, ensuring they are supported and challenged to reach their potential.</li> <li>ensuring that assessment is a fundamental part of the teaching and learning process.</li> <li>know following the baseline assessment, the strengths of the Nursery and Reception pupils, their next steps and the support needed to make progress.</li> <li>using the assessment information to improve the learning outcomes</li> <li>collaborate effectively with parents to enable them to understand how their child is progressing and how best to support their learning.</li> <li>Understand that how learners progress is essential to curriculum planning and assessment arrangements, as well as classroom/placement planning and practice</li> <li>looking at an increase in pupils' work from the start of term</li> <li></li> </ul> <p>The pupils will:</p> <ul style="list-style-type: none"> <li>understand what stage they are at in their learning and where they need to do next(termly)</li> <li>contribute to the learning process and participate in it, in a way that is appropriate for their age and stage of development.</li> </ul> | <p>work with the same pupil's work from Summer 2022</p> <ul style="list-style-type: none"> <li>collaborate effectively with the parents to enable them to understand how their child is progressing and the best way to support their learning.</li> <li>ensure that assessment is a fundamental part of the teaching and learning process.</li> <li>Glantaf Cluster Expressive Arts Co-ordinators will work together to develop strategies to measure progress within the Expressive Arts Area of Learning and experience</li> <li>Book scrutiny and talking to pupils show that the pupils respond appropriately to feedback and understand how to improve their work</li> </ul> <p>The pupils will:</p> <ul style="list-style-type: none"> <li>understand what stage they are learning at and where they need to go next (continuous)</li> <li>contribute to the learning process and participate in it, in a way that is appropriate for their age and stage of development. (continuous)</li> <li>respond actively to feedback on their learning (continuous)</li> <li>develop positive attitudes towards receiving feedback, responding to it and acting on it as part of their learning (continuous)</li> </ul> | <p>from the start of the academic year</p> <ul style="list-style-type: none"> <li>The staff will have a better understanding of how to measure progress in the six areas of learning and experience</li> <li>The staff will be more confident when measuring Science progress following guidance from the Science Co-ordinator.</li> </ul> <p>The pupils will:</p> <ul style="list-style-type: none"> <li>understand what stage they are at in their learning and where they need to go next (continuous)</li> <li>contribute to the learning process and participate in it, in a way that is appropriate for their age and stage of development.</li> <li>respond actively to feedback on their learning</li> <li>develop positive attitudes towards receiving feedback, responding to it and acting on it as part of their learning</li> <li>use the peer self-assessment sheets correctly and as a result, they understand what needs improvement and how to give feedback.</li> </ul> |
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| <ul style="list-style-type: none"> <li>• respond actively to feedback on their learning</li> <li>• develop positive attitudes towards receiving feedback, responding to it and acting on it as part of their learning</li> <li>• Progress Step 1 and 2 pupils will understand how to use 'observing glasses' effectively to assess their work.</li> </ul>  |   |   |
| <p>2. Promote pupils' health and well-being in order to develop their ability to face life's challenges and opportunities</p>  | <ul style="list-style-type: none"> <li>• INSET - 'Good Afternoon' sessions</li> <li>• Discuss and agree on the content of 'P'nawn Da' sessions</li> <li>• Provide individual activity programmes tailored to the specific needs of each pupil</li> <li>• Measure the impact of the good afternoon sessions at the end of the academic year</li> <li>• Revise, adapt and embed the YMB Wellbeing Pillars of learning</li> <li>• Collect and present evidence for the Healthy Schools National Quality Award</li> </ul> | <p>Health and Wellbeing Team to lead and support the school's work - P'nawn Da training</p> <p>Motional Training</p>  |
| <p><b>December Milestones</b></p> <ul style="list-style-type: none"> <li>• All members of staff have received Motional training</li> <li>• New 1:1 Learning Support Assistants have received the appropriate training</li> <li>• The teachers will have looked at suitable resources for Physical Education lessons</li> <li>• The teachers will have mapped Physical Education lessons in order to ensure development in pupils' skills</li> <li>• The school will have been awarded the Healthy Schools National Quality Award</li> <li>• Working together to adapt the Myndd Bychan Wellbeing Pillars of Learning.</li> </ul> | <p><b>March Milestones</b></p> <ul style="list-style-type: none"> <li>• All members of staff have received training and had the opportunity to discuss 'P'nawn Da' sessions</li> <li>• 'Motional' resources are used effectively to promote and support pupils' well-being</li> <li>• Embedding the YMB Wellbeing Pillars</li> <li>• Individual activity programs tailored to each pupil's specific needs were provided</li> </ul>  | <p><b>July Milestones</b></p> <p>The teachers will:</p> <ul style="list-style-type: none"> <li>• be confident in delivering 'Good Afternoon' sessions</li> <li>• be confident in teaching Physical Education lessons</li> <li>• Be able to measure pupils' mental health and well-being</li> <li>• use data to identify and prioritize pupils' mental health and wellbeing needs</li> </ul> <p>The pupils will:</p> <ul style="list-style-type: none"> <li>• receive the appropriate support that supports their mental well-being so that</li> </ul> |

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| <ul style="list-style-type: none"> <li>All members of staff are aware of the content of the Wellbeing Pillars</li> </ul>  |   | they are ready to learn and work  |
| <p>3. To ensure that the pupils have good numerical skills and knowledge in order to solve reasoning problems confidently.</p>  |   |   |
| <p><b>December Milestones</b></p> <p>All teachers</p> <ul style="list-style-type: none"> <li>have received mathematical reasoning training</li> <li>are familiar with resources that support reasoning lessons</li> <li>have researched suitable reasoning activities for the pupils.</li> </ul>                      | <p><b>March Milestones</b></p> <p>The teachers will</p> <ul style="list-style-type: none"> <li>plan rich reasoning opportunities</li> <li>ensure pupils' interest in active learning</li> <li>model 'reasoning language' for the pupils.</li> </ul>             | <p><b>July Milestones</b></p> <ul style="list-style-type: none"> <li>Professional discussion, sharing of practice continued.</li> <li>Learners' progress has been reviewed.</li> </ul> <p>The pupils will:</p> <ul style="list-style-type: none"> <li>Use numeracy knowledge to solve numerical problems.</li> <li>Be able to look at a question and decide what numerical skills are needed and what steps to take to answer the questions.</li> <li>Use reasoning vocabulary/language to explain their calculation work.</li> </ul> |
| <p>4. Continue to plan and map the learning descriptors</p>   | <ul style="list-style-type: none"> <li>Revise the YMB Curriculum Maps and change as necessary</li> <li>Mapping the Knowledge, Experiences and Skills against the Learning Descriptors (Consortium Templates) of each Area of Learning and Experience</li> </ul> | <p>Use Curriculum for Wales(CfW) resources on the Consortium website<br/>Collaborate with Glantaf Cluster schools<br/>Attend CfW courses</p>  |
| <p><b>December Milestones</b></p> <ul style="list-style-type: none"> <li>Staff have worked together to map 'diet' activities</li> <li>All members of staff have familiarised themselves with the new Relationship and Sexuality Education Code</li> <li>The Digital Competence Co-ordinator has guided and</li> </ul> | <p><b>March Milestones</b></p> <p>The Glantaf Cluster Expressive Arts Project continues:</p> <ul style="list-style-type: none"> <li>All teachers have planned drama, art, music, digital media and dance activities and experiences</li> </ul>                  | <p><b>July Milestones</b></p> <p>The staff will</p> <ul style="list-style-type: none"> <li>use the 'what matters statements' to inform the process of developing the content of the curriculum.</li> </ul>  |

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| <p>supported teachers in PS1 to map Digital Competence (DC) and will have monitored the use of PS2 and PS3 DC maps</p> <ul style="list-style-type: none"> <li>• All teachers use the new Grammar scheme</li> <li>• All members of staff continue to embed Voice 21 strategies cross-curricularly (2021-2022 priority)</li> <li>• The teachers plan suitable activities for their pupils which are based on the content of the learning descriptions</li> </ul> | <ul style="list-style-type: none"> <li>• Each class teacher is working with a colleague from a partner school, attending virtual meetings, sharing good practice.</li> <li>• pupils have done and continue to collaborate with pupils from the partner school</li> <li>• all stakeholders ensure that YMB's vision is at the heart of everything within the classroom and school.</li> </ul> | <ul style="list-style-type: none"> <li>• ensure that the YMB curriculum content links back to the 'what matters statements</li> <li>• ensure opportunities to extend and apply literacy, numeracy and digital competence skills in all areas of learning.</li> <li>• understand 'what' needs to be taught and why</li> <li>• understand 'how' we should teach it?</li> <li>• understand how what they teach will support our learners to achieve the four purposes</li> <li>• plan rich, interesting, contemporary experiences in order to stimulate the pupils' curiosity, interest and enthusiasm.</li> <li>• follow the Relationship and Sexuality Education Code</li> </ul> <p>The pupils will be able to use grammar more correctly in their written and oral work.</p> |
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