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| Gwenfro C.P. School | ***School Improvement journey*** |



**Leading & Improving**

*What we do well…..*

* Collaborative working significantly impacts on standards. Cluster working is developing.
* Staff are deployed effectively and have clear roles and responsibilities which meets the needs of the school. High expectations are communicated to all staff.
* Effective communication with all stakeholders and good communication with parents/carers. The way in which we report to parents/carers is effective.
* School vision is clear. Robust self-evaluation informs school improvement planning and leaders develop and maintain improvements.
* Development and implementation of Curriculum Wales continues to be led effectively.
* The school engages with a range of external agencies and/or support network to enhance the curriculum and support pupil’s individual needs.
* Roll out of the new curriculum has been carefully managed and supported.
* The school ensures that local and national priorities are consistently addressed.
* Governors continue to lead well and are developing in effectiveness.

**Teaching & Learning**

*What we do well…..*

* A vision and Curriculum Rationale is established and teaching and learning is based around the 4 purposes.
* Collaborative planning supports our holistic approach and all staff strive to deliver engaging, challenging and stimulating learning experiences.
* Skills, knowledge and experiences are incorporated into our authentic learning experiences.
* Effective teaching and Learning strategies are embedded into everyday practice and all staff work collaboratively to develop consistently high-quality provision across the school based on current research and training.
* Support staff are deployed effectively throughout the school.
* Consistent approach to supporting pupils with ALN. Provision is effective at all levels.
* Assessment information informs future learning needs and pupils’ next steps.

**Summary of School Strengths**

**Well-being, care support and guidance**

*What we do well…..*

* Most pupils have good attitudes to keeping safe and healthy. Provision to encourage pupils to be physically and mentally healthy is effective.
* Behaviour in school is very good. Support is provided for identified pupils.
* Provision for well-being is very good and positive working relationships ensure pupils feel safe and valued. Relationships between staff and pupils are the cornerstone of the school.
* Gwenfro has an inclusive culture. Nearly all pupils develop a sound understanding of equal opportunity issues and of diversity within society. There is a wealth of opportunities to develop pupils’ cultural understanding and appreciation.
* School actively prepares pupils for experiences of adult life.
* School provides opportunities for extra-curricular visits both locally and further afield.
* Pupil influence is developing when planning new topics.
* Arrangements for safeguarding pupils within the school are appropriate.
* Attendance is well monitored.



* Coaching support continued to improve teacher pedagogy
* Increased evidence of emergent writing for younger pupils
* Writing has an authentic purpose which engages pupils
* Progression in writing evident throughout the school
* More opportunities to write independently in Language
* Increasing use of varied vocabulary
* Increased opportunities to write across other areas of the curriculum
* More evidence of feedforward and pupils responding to this to improve their writing
* Presentation across the school is improving

Further develop opportunities for younger pupils in to make choices and decisions about their learning and play

* Classroom environments are beginning to foster independent learning opportunities
* Staff have a developed awareness and understanding of the role of the enabling adult
* Staff are developing opportunities to facilitate pupils to practice and reinforce learning independently
* Staff are good models for language
* Staff make pertinent observations and assessments to support learning and progress

Further develop opportunities for pupils to apply their numeracy skills in authentic contexts in their work across the curriculum

* Further understanding of the Numeracy Framework
* Numeracy opportunities explicitly planned for
* Evidence of 2 Numeracy tasks across other areas of the curriculum
* Most opportunities are reinforcement and application of mathematical skills at the level as per stage of learning

Estyn Recommendations

Inspection dates 30/9/24-3/10/24

To improve the standard of pupil outcomes in writing.

**Progress Against Last Year’s Targets**



**School Improvement Priorities 2025-2026**

**Transition**

To develop effective procedures and strategies to support pupils during periods of change

**Resource Provision**

To enhance the quality of ALN provision within all Resource Provision classes at Gwenfro

**Additional School Improvement Actions**

**Priority 2**

Further develop opportunities for pupils to apply their numeracy skills in authentic contexts in their work across the curriculum

**Priority 1**

Further develop opportunities for younger pupils in to make choices and decisions about their learning and play



***Professional Development***

* Gwenfro has a keen focus on professional research as part of its improvement culture.
* All members of staff follow the Performance Management procedures which sets out what training and tasks they will need to do to fulfil these priorities.
* Training Days are used to provides professional development for staff to address aspects of the School *Improvement plan.*

***How will these priorities be implemented?***

* The School Improvement Plan includes clear action steps for each priority, responsibilities, training needs and success criteria.
* The Senior Leadership Team review the School Improvement Plan regularly and respond as necessary.

***How were these priorities determined?***

* The school follows a set evaluation and monitoring cycle which includes a specific monitoring week each term.
* Our monitoring weeks allows for scrutiny; from lessons to books, questionnaires, data to discussions. Everything is collated and analysed to determine actions for improvement.
* Outcomes feed into our School Improvement Plan.

***Support***

* Professional development for staff via LA, professional research and external providers.
* ALN training and support professional research and Wrexham LA.
* Support from cluster schools via peer support.
* Other professional networks.
* Support and Engagement from parents/carers.

***Accountability***

* The Governing Body has approved the School Improvement Plan and holds us accountable for its implementation. This is done through a Standards Sub-committee held every half term and Link Governor Meetings.
* Monitoring and Professional Review secures accountability.
* Our LA School Improvement Advisor visits regularly to monitor and support school improvement.
* Estyn will inspect the school every 3 years.