

YSGOL GYNRADD PARC PRIMARY SCHOOL

SUMMARY OF PROGRESS AND IMPACT OF SCHOOL IMPROVEMENT PLAN 2023-24

Target & Progress	Judgement
<p><u>Target 1 - To further develop and improve teaching and learning across the school</u></p> <ul style="list-style-type: none"> ✓ The effectiveness and quality of staff facilitation within teaching and learning was improved through the agreed whole school approach. ✓ The quality and appropriateness of questioning by staff, particularly non-teaching, showed good improvement. ✓ Staff provide more appropriate verbal feedback that supports pupils to make good progress. Where best practise exists, staff provide high-quality oral feedback promptly to address any incorrect work or to further challenge pupils' learning. ✓ There has been an improvement in the opportunities provided for pupils to assess their own and peers' work, particularly in Progression Step 3. ✓ Written feedback provided by staff has also developed with pupils being provided with more frequent opportunities to improve their work. However, this still needs further development as pupils do not always have a clear enough understanding of what they have done well, and what they need to do to improve. ✓ There was good development of school-based electronic data trackers resulting in more effective tracking of pupils' progress and earlier intervention when needed. ✓ The development of indoor and outdoor learning environment has been most successful with good evidence of impact both within teaching and learning. 	<p align="center">Progress: Very Strong</p> <hr/> <p align="center">Impact: Very Strong</p>
<p><u>Target 2 - To improve standards of writing</u></p> <ul style="list-style-type: none"> ✓ Staff received high-quality training from a literacy consultant; this developed staff confidence and expertise in planning and teaching of writing using model texts and analysing genres of writing. ✓ Analysis of pupils' work shows that most pupils are now writing more effectively across a range of genres; however, many still need to develop greater understanding of the characteristics of each genre as well as the associated spelling, grammar and punctuation skills. ✓ An information/training session on handwriting was provided to parents/carers and an online link to the handwriting scheme also provided. This has resulted in parents/carers having better knowledge and understanding of expectations with regards to handwriting and also the opportunity to practise with their child(ren) at home. ✓ Analysis of pupils' work and data shows that standards of handwriting for most pupils improved during the year; a greater percentage of pupils are now forming letters correctly and more pupils are now using a cursive style of handwriting, particularly in Progression Step 3. 	<p align="center">Progress: Satisfactory</p> <hr/> <p align="center">Impact: Limited</p>

<p><u>Target 3 - To improve standards in the teaching and learning of Welsh Second Language</u></p> <ul style="list-style-type: none"> ✓ Evaluation shows that in most sessions observed, there was improved teaching of Welsh from the beginning of the academic year. ✓ <i>Helpwr Heddiw</i> sessions have become more consistent and effective across the school. Where best practice was observed, sessions were well-planned, fast-paced and challenging for pupils of all abilities. ✓ The creation of a bilingual language project with <i>Ysgol Gynradd Bronllwyn</i>, a Welsh medium primary school, was most successful; this provided valuable opportunities for pupils in both schools to work and learn from one another and also for all pupils in years 3-6 to experience real-life and authentic learning experiences. ✓ The leadership of Welsh has become more effective and there are clear improvements in the standards of teaching Welsh. 	<p>Progress: Strong</p>
<p><u>Target 4 – To further refine and develop the Curriculum</u></p> <ul style="list-style-type: none"> ✓ New overarching themes of <i>This is Me, From Now On & A million Dreams</i> have been agreed and linked with the school mission statement ‘Parc, A Playground of Possibilities.’ ✓ Leaders have developed a deeper understanding of the Areas of Learning Experiences resulting in a more unified approach to curriculum planning and delivery. ✓ A curriculum coverage map and a long-term plan is being developed to ensure systematic coverage of all necessary content areas and skills. This process has involved mapping out the entire academic year to identify gaps and overlaps. ✓ There were improvements in developing more authentic learning experiences through our curriculum; the spring term was particularly successful with learning utilising the many opportunities provided by our locality, rich heritage and geographical landscape of our area. This resulted in pupils being more engaged and motivated and having the opportunity to apply their knowledge and skills to local and real-life contexts. ✓ Governors are now better skilled in supporting and challenging curriculum developments. Governors at Parc are aware of school strengths and areas for development regarding curriculum design and teaching and learning. 	<div style="background-color: #92d050; text-align: center; padding: 5px;"> <p>Progress: Strong</p> </div> <div style="background-color: #92d050; text-align: center; padding: 5px;"> <p>Impact: Strong</p> </div>