

# Y Bont Faen Primary School

*Inspire to learn - Inspire for life Ysbrydolwn i Ddysgu - Ysbrydolwn am Oes*



## School Development Plan Summary 2024-2025

Every child at Y Bont Faen is nurtured and encouraged in a safe, happy environment with high quality learning experiences which develop the skills and knowledge needed for a successful future. We work together to reach our full potential and to become caring and confident lifelong learners.

### **The Aims of Our School**

- To ensure the wellbeing of all is paramount and is supported through providing a happy, secure and caring environment for both children and staff, where respect and consideration for others is integral to all we do.
- To provide a rich curriculum which will help develop ambitious capable learners, healthy confident individuals, enterprising, creative contributors and ethical informed citizens.
- To have high expectations so that everyone strives to be their best embracing challenge, building resilience and self-belief.
- To encourage children to think, ask questions, collaborate and be creative through interesting and engaging learning experiences which are relevant and meaningful to children's lives now and in the future.
- To encourage children to be positive and active contributors to the environment.
- To celebrate diversity and build positive relationships.
- To promote active partnership within the wider community, and develop an awareness of local, national and global issues.

## Y Bont Faen School Development Plan Priorities 2024 - 2025

**Priority 1:** To embed the CPA approach to Mathematics to promote a deeper understanding of the application of Numeracy in authentic contexts.

**Priority leader:** Sian Davies

**Team members:** SMT / All staff

**Governing Body Link:** Steve Miller/Catherine Thomas

### Key actions

#### Developing the CPA approach

Hold CPA approach follow up PL session, to revisit the CPA approach, share practice this term and share key actions for development.

Produce a parent guide to share the CPA approach to Maths.

Provide feedback to the Governing Body about the implementation of the CPA approach (and Mathletics).

Establish how the CPA approach has been implemented.

#### Mathletics

Provide bespoke Mathletics training for teachers to enable them to utilise the platform fully.

Produce a parent guide to share how to use Mathletics at home to support learning (share during Sharing Afternoon).

Evaluate the use of Mathletics in 2024 - 2025.

#### Rationale

In response to self-evaluation.

#### Support

Professional learning and sharing sessions in school (please refer to PL calendar)

#### December Milestones

#### March Milestones

#### July Milestones

Most teachers are developing a strong understanding of the CPA approach and the use of the Mathletics platform.

Most children make expected progress in all areas of Mathematical learning.

Nearly all teachers are developing a strong understanding of the CPA approach and the use of the Mathletics platform.

Many can talk confidently about how they have used the CPA approach to support their mathematical learning.

Mathletics data demonstrates a growing breadth of engagement.

Most children make expected progress in all areas of Mathematical learning.

Nearly all teachers have a strong understanding of the CPA approach and the use of the Mathletics platform.

Most children can talk confidently about how they have used the CPA approach to support their mathematical learning.

Mathletics data demonstrates that most children engage regularly at the appropriate level to support progress.

Nearly all children make expected progress in all areas of Mathematical learning.

## Y Bont Faen School Development Plan Priorities 2024 - 2025

**Priority 2:** To further develop pupils' writing skills across the school, in terms of the journey of writing.

**Priority leader:** Rebecca Millard

**Team members:** SMT / All staff

**Governing Body Link:** Steve Miller/Catherine Thomas

### Key actions

Create a genre overview, which includes the genre and form and two opportunities for application per term, for each year group.

Revisit the YBF writing journey, with slight amendments to include the 'Get Writing' elements.

Evaluate the writing journey, including sharing good practise

- book monitoring
- listening to learners
- sharing writing journey planning and ideas in PL sessions

RM to attend Cluster Literacy morning reviewing progression maps

- Share with teachers in readiness for trailing Autumn 2025.

Explain the writing journey to the Governing Body about the whole school approach to writing, through examples of the journey.

Attend Cluster INSET day re: grammar and writing

### Rationale

In response to self-evaluation, curriculum development and cluster work.

### Support

Professional learning and sharing sessions in school  
Cluster INSET day - Get Writing - Grammar led by More than Flags and Rainbows (Ian Timbrell)  
CSC support for school leads (initial meeting)

### December Milestones

Most teachers are developing a strong understanding of the elements of the writing journey.

Many children make expected progress in all areas of writing.

### March Milestones

Nearly all teachers have developed a strong understanding of the elements of the writing journey.

Most children make expected progress in all areas of writing.

Many children can talk confidently about the different parts of the writing journey.

### July Milestones

Nearly all teachers have developed a strong understanding of the elements of the writing journey.

Most children make expected progress in all areas of writing.

Most children can talk confidently about the different parts of the writing journey.

Nearly all teachers are developing an understanding of the progression in skills in identified genres.

## Y Bont Faen School Development Plan Priorities 2024 - 2025

**Priority 3:** To begin to develop an understanding of the school's role in becoming an anti-racist nation (inline with the WG 2030 agenda).

**Priority leader:** Rebecca Millard & Harriet Maidment

**Team members:** SMT / teaching staff

**Governing Body Link:** Katie Goddard

### Key actions

Engage in pre-reading.  
Attend all training sessions and complete reflection tasks.  
Create an action plan for an action-research project.  
Plan and deliver PL sessions.  
Create a video to show the journey and impact of the action-research.  
Review and develop key inquiry objectives to tighten progression of knowledge and skills across identified AOLE's.  
Review termly implementation of new objectives.

### Rationale

Local Authority and national priority.

### Support

Local authority action research professional learning sessions  
Martine Booker-Southard (Local Authority)  
Professional learning sessions in school

### December Milestones

### March Milestones

### July Milestones

SLT members participate in VoG Anti-Racism Action Research programme and have a growing understanding of their professional responsibilities in becoming an Anti-Racist Nation.  
  
Autumn and Spring Term KS2 inquiry objectives planned and shared.

SLT members have begun to formulate a 1 year plan and have audited current provision and staff attitudes.  
  
Many pupils involved in targeted inquiries are able to identify and discuss issues of inequality through an anti-racist lens, demonstrating growing critical thinking and empathy.  
  
Staff attitudes have begun to be investigated.

Nearly all staff have an increased knowledge of the aims and their professional responsibilities in becoming an Anti-Racist Nation.  
  
The whole school current curriculum offer has been evaluated and further opportunities identified (including resource).  
  
PS 3 medium term planning documents contain key objectives and are linked to the AOLE WMS and 5schools progression documents.  
  
Many pupils involved in targeted inquiries are able to identify and discuss issues of inequality through an anti-racist lens, demonstrating growing critical thinking and empathy.

## Y Bont Faen School Development Plan Priorities 2024 - 2025

### Priority 4: To develop specific areas of the Health and Wellbeing AoLE

**Priority leader: Jackie Jones & Harriet Maidment**

**Team members: SMT Harriet Maidment**

**Governing Body Link: Steve Miller/Catherine Thomas**

#### Key actions

PL delivered outlining the key elements of a high quality PE lesson.  
 Seek opportunities for professional learning to support the development of Relational Practice.  
 When the Adults Change - KH & JA 25.9.24  
 Makaton training 21.11.24 SC  
 Managing Expectations in the Early Years 20.11.24 SC  
 Schematic play in the early years 28.11.24 SC  
 Team Teach , 8.10.24 & 16.12.2, HM, CH, BH, LT  
 Understanding ADHD and ASD, HC & PD  
 Vale of Glamorgan leadership programme:

- Friday 10th January: Inspiring relational practice
- Friday 4th April: Defining & Developing your culture
- Friday 27th June: creating & maintaining relational change

Provide whole school training restorative practice to manage low level pupil conflict.  
 Reflect and plan for implementation of Restorative Practice approach in conjunction with practice gleaned from When the Adults Change Relational Training.

#### Rationale

Self-evaluation activities and changing needs of pupils

#### Support

Angela Coates, Managing Behaviour and Restorative Practice  
 Planned professional learning sessions

#### December Milestones

Many Learning Support Assistants are developing a deeper understanding of the progression and suitable pedagogy to develop skills in PE.

Key staff to have engaged with LA funded relational training 'When The Adults Change'

#### March Milestones

Many Learning Support Assistants are developing a deeper understanding of the progression and suitable pedagogy to develop skills in PE.

Many staff have a growing understanding of Relational Practice linking knowledge to current practice and policy.

Key areas of development identified in terms of relational practice in readiness to be introduced in the Summer term.

#### July Milestones

Most Learning Support Assistants are able to use a wide range of suitable pedagogical approaches to deliver a high quality PE lesson.

Nearly all staff understand the restorative practice approach and are beginning to use the approach to support low and high level pupil conflict.

Identified threads and routines are being used to support positive behaviours throughout the school day.