

Summary of School Strengths

Vision and Leadership

The school has a clear vision and ethos and this is reflected in all aspects of school life.

There is effective distributed leadership across the school which impacts directly on self evaluation and school improvement. Monitoring systems are robust and focussed on school improvement.

Curriculum, Learning and Teaching

There are some good aspects of innovative pedagogy which impact the quality of teaching and learning taking place across the school.

Nearly all pupils make sustained progress as the move through school.

Wellbeing, Equity and Inclusion

The school ethos has well-being at its core and this is reflected through all of the school environment and provision.

All teachers partake in termly pupil progress meetings which review the individual progress made of each child. Pupils who require additional support are identified and appropriate support is put in place. This is a robust process.



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Progress Against School Improvement Priorities 23/24

To develop pupil independence across the school to enable pupils to take ownership of their learning through all AOLES.

Nearly all older pupils demonstrate good levels of independence and apply a range of skills across all AOLES.

Most younger pupils are developing their independence through a range of AOLES when given appropriate opportunities to do so.

Nearly all youngest pupils demonstrate good independence when accessing purposeful provocations for play.

NEXT STEPS: Build upon independence and problem solving through outdoor learning (SDP3)

To improve pupil attitudes to Welsh to increase engagement and use of Welsh in and out of the classroom.

Nearly all younger pupils have a positive attitude to Welsh and most can use basic Welsh phrases in and out of the classroom.

The majority of older pupils have a positive attitude towards learning Welsh, however many only use Welsh in and out of the classroom at a basic level when prompted.

NEXT STEPS: Continue to build upon approach to teaching Welsh to increase levels of Welsh for older pupils. (SDP1)

To develop reading provision at a cultural level across the school to improve pupils' attitudes to reading.

Nearly all pupils across the school have an improved attitude to reading. Many pupils talk about reading with enthusiasm and are developing an increased range of reading experience.

Many teachers provide regular opportunities for reading for pleasure alongside the strategic teaching of reading.

Pupil voice in the form of reading ambassadors is a positive example of pupil involvement in school improvement planning.

NEXT STEPS: To develop strategic provision for reading to further develop higher order reading skills. (SDP2)

To develop robust assessment and tracking processes in line with the new curriculum.

Many teachers use assessment for learning strategies effectively within their classroom.

There is a consistent approach to assessment and tracking across the school.

Nearly all pupils make at least appropriate progress throughout the school and where targeted support is required this is identified and implemented effectively in many classrooms.

NEXT STEPS: Continue to embed processes.



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School Improvement Priorities 24/25

Priority 1 - To develop higher standards of Welsh Oracy for older pupils.

Priority 2 - To develop the strategic provision of reading across the school to increase higher levels of reading in Progression Step 3.

Priority 3 - To develop a progressive approach to outdoor learning across the school to build upon pupils' problem solving skills, particularly in relation to numeracy.

External Support

GwE

Cluster Working

Professional Development

Research

Rationale for School Improvement Priorities 24/25

Vision and Leadership

The culture of peer to peer sharing of practice is developing. Where quality professional development has been put in place there is a need to share this amongst staff. For example, forest school training will be disseminated through team teaching which will support the development of a whole school progressive approach to outdoor learning. (SDP3)

Curriculum, Learning and Teaching

The school has focussed on building its Welsh ethos and the attitudes of pupils towards learning Welsh. There is now a need to extend the level of Welsh language used by pupils and to particularly increase expectations for older pupils in school. (SDP1)

The school has developed effective positive pupil attitudes towards reading. There is now a need to look at how reading is being taught across the school to ensure our oldest pupils develop higher order reading skills. (SDP2)

Wellbeing, Equity and Inclusion

The school wishes to build upon the provision that is available to support lower level readers. (SDP2)

Pupil wellbeing is a high priority in school. The forest school provision is a positive part of the school environment. There is a need to ensure that its use is planned for progressively to support learners in their independence. (SDP3)

