

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 24/25

To develop higher standards of Welsh Oracy for older pupils.

Most pupils across the school have improved levels of Welsh Oracy. Most of the youngest pupils can ask and answer basic Welsh questions and respond and follow basic Welsh commands. Most younger pupils can begin to extend their answers to basic questions appropriately. Many older pupils carry out extended conversations independently. Nearly all teachers have consistent and progressive expectations of pupil standards across all year groups.

NEXT STEPS: Handover language process to all class teachers and monitor to ensure that progress continues.

To develop the strategic provision of reading across the school to increase higher levels of reading within progression step 3.

The processes for the teaching of reading are developing across the school. Most pupils across the school demonstrate reading skills of an appropriate standard in relation to their progression step. Most pupils across the school have made progress in their reading from their starting point. Many youngest pupils are enthusiastic about reading and are developing good phonemic awareness. Many younger pupils are developing their reading strategies. However, pace of development does not always challenge pupils sufficiently. Many older pupils demonstrate appropriate reading fluency. However, impact on higher order reading skills is still in its early development.

NEXT STEPS: Carry target into next academic year to continue work and progress (SDP 2)

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

Nearly all pupils across the school have regular opportunities to develop their skills in the outdoor provision. Many pupils have opportunities to develop their independence through purposeful outdoor challenges. Most pupils can confidently use a range of tools appropriate to their age and ability. Across the school there is developing opportunities for pupils to transfer and apply a range of numerical skills to outdoor challenges.

NEXT STEPS: To further develop teaching and learning approaches to the mathematical 5 proficiencies and problem solving. (SDP1)

Rationale for School Improvement Priorities 25/26

Vision and Leadership

Throughout the last academic year there was a focus on professional development to support the development of teaching and learning across the three priority areas. There is continued need to review the impact of this professional development on the pupils' learning. Specifically, school wishes to monitor the impact of reading provision (SDP 2).

Curriculum, Learning and Teaching

Through monitoring and evaluation of last year's priorities, there is a need to continue and build upon the work carried out in relation to the strategic provision of reading. There is a need to monitor the implementation of approaches to observe their impact on pupils' standards of reading. (SDP 2) Monitoring processes have also identified the need to build upon approaches to Mathematics, in particular the five proficiencies and opportunities for problem solving and reasoning. (SDP 1)

Wellbeing, Equity and Inclusion

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

There is a need to consider the levels of challenge provided in lessons to ensure the inclusion of all pupils. (SDP 3)



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School Improvement Priorities 25/26

Priority 1 - To further develop teaching and learning approaches to the five mathematical proficiencies.

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 ensure teaching and learning across the school provides appropriate levels of challenge.

External Support

GwE

Cluster Working

Professional Development

Research