



# Summary of Betws Gwerful Goch and Bro Elwern federated schools Evaluation and Development Plan 2024-2025



We continually review where we are as schools, and how we can improve to ensure that we provide the best possible education. Ensuring our environment promotes the well-being and happiness of all our pupils is a constant priority in our schools and part of our vision. Through the process of self-evaluation and continuous review across the schools, we identify our priorities for improvement.

## Our strengths

### Leadership

- The schools have a clear vision created with the contribution of all our stakeholders.
- The schools have a regular self-evaluation framework, which ensures that continuous review is an integral part of the schools' life.
- High expectations are set across the schools and we work as a team effectively.
- The pupil's voice is integral within the Schools.
- Staff lead the school councils i.e. Eco Council, School Council, Language Charter and digital wizards, and meet regularly organizing events in the School and the community.

### Curriculum

- Our curriculum offers a variety of experiences that encourage pupils to be proud of their Welsh identity and the culture of our local area.
- We make effective use of grants for example the Edina Trust to enrich our forest school provision.
- We support the professional development of all the school staff, and ensure that we regularly attend various training in order to develop our curriculum continually.
- Our curriculum ensure that our learners are ambitious, enterprising, creative, principled and healthy citizens.

### Teaching and learning

- We have a broad, balanced and interesting curriculum that develops the complete child.
- There is a welcoming and safe atmosphere across the schools where there is an opportunity to flourish, in an atmosphere of mutual respect, appreciation and celebration of each other's successes.
- Priority is given to developing pupils' numeracy and digital literacy skills across the curriculum in accordance with their age and ability.

### Wellbeing, equity and inclusion

- The schools offer a variety of opportunities for pupils to take part in outdoor activities including forest school, various sports, and looking after the school grounds and community.
- There are effective structures and processes for supporting pupils with Additional Learning Needs.
- There are effective arrangements to assess and support pupils' well-being, including evaluating our provision annually.



## Priorities for 2023-24

### Develop Welsh oral skills of our learners

- Many of our pupils have developed confidence in their use of language patterns.
- Data from our Welsh language charter questionnaires show progress.

### Develop digital competency teaching and learning

- School podcast has been established.
- Confident use of Google classroom and seesaw in both schools.
- ICT area has been created in every class.

### Develop English reading standards

- Subscribe to a program to support English spelling
- Create a spelling scheme to support learners to develop confidence in decoding words/recognizing the spelling patterns of frequently used words.



### Ensure that pupils voice is included in leadership

- We ensure that all pupils feel valued, heard and included.
- We continue to support the pupils to develop a positive attitude towards learning, and play a leading role in the school's development.



## Priorities for 2024-25



Below is an overview of the areas for school development that we will focus on during the 2024-2025 academic year to ensure that we continue to provide the best education for our pupils.

### Priority 1- Develop extended writing skills in Welsh and English

How? We intend to develop the children's interest in writing, by inviting authors and poets to the schools to work together with the children. We will be focusing on developing the children's handwriting, vocabulary, and use of idioms, adjectives and comparisons.

### Priority 2-Developing opportunities to learn outdoors

We intend to offer more opportunities for the children to learn outdoors by investing in equipment, and offering experiences such as Forest School.

### Priority 3: Developing resilience, and pupils' mindsets by evaluating and adapting well-being support systems in the school.

Well-being is extremely important to us at both Schools, and we want to ensure that our pupils have a good Foundation to enable them to be lifelong learners, confident when learning, face challenges with a positive mindset, and celebrate, and take pride in their successes.

### Priority: Continue to develop English reading and literacy skills of the learners of both Schools (year 3-6).

We have a new spelling scheme, and we have invested in a program to develop the children's English spelling and reading skills.