



SCHOOL DEVELOPMENT PLAN

(incorporating Estyn recommendations from core inspection June 2023)

September 2024-August 2027

Chair of Governors
Head teacher
Deputy Head
ALNCO
Leaders of Learning

Andrew Wilde
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School Vision

As a community we

Learn
Grow
Achieve
Together



Fel cymuned rydym i'n

Dysgu
Tyfu
Cyflawnigyda'n
gilydd

Our Aims at Ysgol Emmanuel:

To engage the learner with exciting, relevant content and opportunities for learning through experience and by doing.

To nurture creativity and capacity for independent and critical thought.

To help young people to understand how to be happy and to develop and maintain their own emotional, physical and mental well-being.

To be inclusive.

To create a community that builds tolerance, respect and empathy in young people.

To reduce the impact of poverty on outcomes and well-being for our pupils.

To further the professional development of our staff

Contextual information

Ysgol Emmanuel is an English Medium Community Primary School catering for children aged 3-11. We are two form entry school with 459 pupils currently on roll including two Nursery classes (morning and afternoon), approximately 63% of our pupils are eligible for Free school meals.

Our school is in an area which has been classed as the most deprived areas in Wales in the Index of multiple deprivation.

In our school 6% of pupils have English as an additional language (languages include Turkish, Tagalog, Romanian, Hungarian, Chinese, Kurdish, Vietnamese, Ukrainian, Russian, Sinhala and Mandarin). 3% of our pupils are Looked After Children. Approximately 26% of our pupils have additional learning needs. We have a Resource provision class for 12 pupils with ALN.

Rank	LSOA name	Local Authority
1 (most deprived)	Rhyl West 2	Denbighshire
2	Rhyl West 1	Denbighshire
3	St. James 3	Caerphilly
4	Tylorstown 1	Rhondda Cynon Taf
5	Caerau (Bridgend) 1	Bridgend

The school has well equipped classrooms, an Apple media suite and stimulating outdoor environments. Ysgol Emmanuel is over 100 years old and are proud to be a multi-generational school with ex pupils returning to the school once they have had their own children.

Ysgol Emmanuel is located in the seaside resort of Rhyl and is in the county of Denbighshire. We are proud to be a part of the Rhyl Learning Community.

Positive outcomes for children are at the heart of everything we do.

Progress against 2023-24 priorities:

2022 – 2023 Priority and Area	Local, school or national priority?	Success criteria	How did we achieve this?	Green = achieved Amber = partly achieved Red = not achieved
Provide more opportunities for pupils to extend their numeracy skills across the curriculum	School priority	<ul style="list-style-type: none"> Pupils are accessing Maths and Numeracy outside of White Rose Maths sessions, evidence of Maths being linked logically to other subjects. Pupils understand the purpose of Maths and the links to other subject areas to help deliver the goals of the 4 purposes. Standards in Maths and Numeracy are improved due to wider implementation 	<ul style="list-style-type: none"> AOLE action plan with measurable milestones Planning scheme purchased to help staff to deliver cross curricular numeracy Staff training on how to implement numeracy Planning format changed to include numeracy Pupils took part in competitions Lifesavers programme continued Social enterprise completed by Yr 6 	Amber – improvements seen but not yet embedded ongoing target for next year. Planning now includes opportunities for numeracy in other AOLES. Numeracy has more meaning for pupils and they see the purpose of numeracy in the real world.
Strengthen the quality of feedback to pupils so that they understand how to move their learning forward	School priority	<ul style="list-style-type: none"> Pupils are receiving timely, quality feedback and can understand how to move their learning forwards independently Standards of work improve due to better feedback processes 	<ul style="list-style-type: none"> Staff training delivered on EEF strategies including breakaway groupings Feedback policy discussed with staff and ways forward agreed Learning walks to monitor feedback Ad hoc book looks to monitor assessment 	Green – feedback policy updated to include verbal feedback. Staff implementing this by summer term. Pupils better understand how to improve their work through the range of feedback. This has led to improvement in re-drafting and independence and therefore overall quality of pupils' work.
To improve pupils' spoken Welsh language skills	National priority	<ul style="list-style-type: none"> Pupils' language skills have improved from baseline starting point Elements of Cymraeg Campus Bronze re-established Culture of spoken Welsh within school due to increased staff confidence 	<ul style="list-style-type: none"> INSET delivered at start of year by Welsh advisory teacher CPD delivered by Welsh teacher Staff Welsh courses completed x 3 SLDP project for Leader of learning to drive this forward Raised profile of Cymraeg through activities and events (Urdd/In house Eisteddfod/competitions) 	Amber – good improvements due to dedicated PPA teacher delivering Welsh and Helpwr Heddiw sessions extended. Curriculum continuum delivered by all teachers across the school. Spoken Welsh has improved and is now heard more regularly across school.
To increase parental engagement	National priority	<ul style="list-style-type: none"> Parents and carers have more access to school Classes and learning opportunities to be offered to parents as well as social opportunities Parents and carers feel more engaged in the school community 	<ul style="list-style-type: none"> Parent classes run with Family link workers – Solihull Relationships built with families with greatest need (CP, TAF, CASP) Parents complete college placements with us for TA courses 	Green – more events have taken place and more parent involvement in school life – to be continued next year with the reopening of the café. Parents are engaging more and this has led to more direct feedback into SDP.

2024-2025

Priority 1: To embed Numeracy skills across the curriculum			IA1: Teaching and learning
Who?	Rob Hodgkinson, Numeracy lead, Linda Coleman curriculum lead		
Why?	Ongoing Estyn recommendation. Monitoring of this year's progress showed that White Rose Maths scheme has been adapted to extend Numeracy but evaluation shows that it is not yet embedded. Staff are more confident in planning for numeracy tasks and making it relevant to weekly learning. Monitoring showed no clear skills development as this was not tracked.		
Areas to Develop	Maths and Numeracy to be further developed across curriculum areas.		
How?	AOLE plan to be created to show actions and milestones	Teachers to plan numeracy opportunities across the AOLES	Visits/ cooperative work with advisor / schools with good practice

Priority 2: To improve the standard of extended writing across the school			IA1: Teaching and learning
Who?	Linda Coleman, assessment lead		
Why?	Monitoring of this year's progress showed that standards in books are variable, moderation and assessment show levels are not where they should be, reading has been the major focus for the last few years and this has improved, possibly to the detriment of writing. Most books show good standards however assessment pieces were not marked and given back to pupils to re-draft. Through follow up self evaluation and assessment data, teachers do not appear to be assessing writing accurately (DHT NPQH project)		
Areas to Develop	Range of writing genres to be explored, more emphasis on extended writing across the school year to include assessments pieces to moderate in house and with cluster.		
How?	Writing to be mapped across the school to ensure full coverage	Moderation to be completed to understand levels / progressions	INSET to be delivered to upskill staff in assessing work

Priority 3: To continue to improve pupils' spoken Welsh language skills		IA3: Leading and Improving	
Who?	SLT, Catherine Gilmore and Haley Voss (Cymraeg and LLC leads)		
Why?	Ongoing Estyn recommendation. Need to develop pupils' Welsh skills now that English skills have improved to a good level. There has been progress during the year but this now needs to be embedded. Start and end of year Hwb audits show progress but need to improve in the pace of this.		
Areas to develop	Improvement in standards in Welsh, for pupils and staff. Increased use of Welsh to discuss books and to improve levels of Spoken Welsh around school		
How?	Welsh AOLE action plan to be updated to include progress made and next steps (SLDP LET)	Implementation of of Cymraeg campus and Welsh language support for support staff	RLC Eisteddfod

Priority 4: To continue increase parental / family engagement as a Community focused school		IA2: Well-being, care, support and guidance	
Who?	SLT / Family link workers		
Why?	Parent voice has requested more opportunities to come into school as well as via self evaluation processes. Work on this started last year and now needs to be extended. Increased parent engagement to have an impact on literacy and numeracy standards – open days etc to lead to increased confidence of leading which will then lead to increased levels of support at home. Reduction in 'fear' about school from families.		
Areas to develop	Increased access to school for parents, course and parental CPD to be developed.		
How?	Café to be used to welcome parents into school	Reformat of parents' evening	Learning opportunities for parents to be arranged Attendance to be monitored more closely

The purpose of the Equity part of the Budget or Pupil Development Grant is to improve the educational attainment of pupils from low income families and who are entitled to free school meals (eFSM). Schools are expected to maximise the use of this funding by introducing sustainable strategies which will quickly lead to improved outcomes for pupils entitled to free school meals.

We will use the funding available to:

- Employ Teaching Assistants to work part time with groups of pupils in Foundation Phase and Key Stage 2. They will plan and deliver intervention strategies for groups of learners, monitor and track pupil progress.
- Employ Teaching Assistants to work with vulnerable children/small groups to improve basic skills, reading, literacy and numeracy within foundation phase.
- Employ Teaching Assistants to support pupils working in the community café environment, to support parental and community engagement and to involve parents and carers in community activities.
- Employment of an Attendance Officer to support attendance/punctuality of pupils.
- Employment of Teaching Assistants to lead on well-being and nurture programmes
- Allocation of Teaching Assistants to run the walking bus, this is to support attendance/punctuality of pupils in the school.
- Investment in ICT development/literacy and numeracy resources.
- Investment in reading resources and to fund a part time Librarian.
- Financial Assistance for educational visits and trips
- Funding of Play Therapy sessions
- Rhyl Learning Community (RLC) – to develop capacity to collaborate on joint projects across the RLC that develops school to school working and proliferation of good practice.