



# Bronington VA Primary School School Development Plan Evaluation

Summer 2025



**Priority 1: To embed a consistent and rigorous approach to the teaching of phonics and reading skills across the school, and establish a culture of reading for pleasure, to improve learners' standards of reading (and spelling).**

The school has undertaken a great deal of work to raise standards in LLC across the AOLEs, including joint staff training and evidenced through book looks and learning walks with the SIA

Provision for phonic teaching has been improved with the introduction of Read Write Inc resources and training.

Reading is taught progressively across the school.

Reading areas have been developed in each class and the library has been enhanced to develop an inviting space for reading for pleasure.

Author visits, resources utilised to improve reading outcomes.



Next Steps

To continue to embed a consistent approach to phonics and reading skills. To develop Welsh further with Criw Cymraeg. To develop pupil voice and independence in learning.

**Priority 2: Further develop opportunities for learners to independently apply their numeracy skills and tackle problems in new and purposeful contexts across the AOLEs.**

Teaching of mathematic skills is more progressive, showing clear progress within topics.

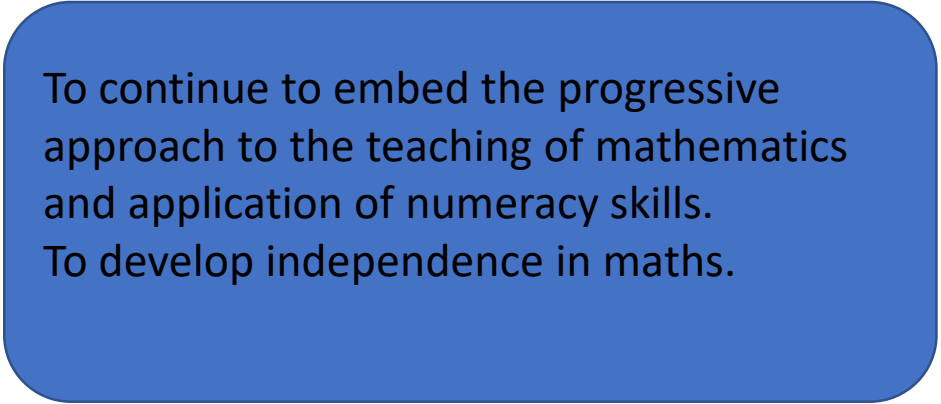
Skills applied across the curriculum consistently with purposeful links.

Pupils enjoyment of mathematics is evident.

Staff training is applied in outdoor environment and with progressive planning.



Next Steps



To continue to embed the progressive approach to the teaching of mathematics and application of numeracy skills.  
To develop independence in maths.

**Priority 3: Enrich learner experience and learning in RVE by developing our connections and engagement with our local and wider community, to allow children to engage critically and develop their understanding of religious and non-religious concepts.**

Archbishops Young leaders award, started in all three schools and achieved in St Paul's.

Parent workshops including science and healthy eating completed. Other workshops booked, however, parents were unable to commit to the time needed.

Local nursing home visited by pupils to take part in craft activities.

Links with community to continue to be developed.



Next Steps

Continue to work with our school community and strengthen relationships. To collect evaluations and impact of workshops, visits. To include RVE in community events.

# Self-Evaluation Summary 2024/2025

## Strengths

### Leadership Leadership

- The quality of leadership at all levels is high. The headteacher is experienced and is developing a collaborative approach across three schools.
- The headteacher is supported well by the senior teacher
- The GB are active and support the school well

### Self Assessment

- The school has self evaluation priorities, an evaluation and review process is firmly embedded with all staff involved. The school is now working on the new School Improvement framework.

### School Development Plan

- The school has formally joined The Maelor Church Schools Federation .
- The SDP has sharp focus on improving outcomes for learners and an evaluation and review timetable is in place.

### Collaboration

- Cluster collaboration is well established with all staff, this includes all primaries and the secondary school
- AoLE leads are developing collaborative progression strands with all the cluster
- The cluster are collaborating on the new SDP/SER summary in readiness for September 2025

### Learning and Teaching

- Teaching and learning is good in nearly all classes. This has been verified through previous evaluation and review by the school's SIA
- Standards of work are progressing across the school
- Most pupils are developing as effective learners
- Strategies to develop pupils' responsibility for their own learning are being introduced and becoming effective
- Planning ensures that the Four Purposes are a priority and build on skills systematically
- Professional learning is integral to school improvement and evaluated and reviewed
- Nearly all staff have built positive relationships with pupils and relationships are strong
- Nearly all pupils have positive attitudes to learning and behaviour overall is very good

### Curriculum

- All classes deliver a broad range of learning experiences for the pupils, in and outside of the classroom
- The school has designed a local curriculum where the Four Purposes are central.
- Wellbeing is central to the school's purpose
- On-going assessments are show progression
- Professional dialogue on progress is developing.
- Provision for 3-8 ensures that the requirements for Enabling Learning are met
- Pupils with additional needs, including vulnerable children are supported well through individual plans
- Outdoor provision is a particular strength in some classes.
- The school is accessing BSL resources to develop their curriculum
- Pupils with additional needs, including vulnerable children are supported well through individual plans

### Wellbeing and Inclusion

- Most pupils, including vulnerable and pupils with ALN make good progress. They respond positively to the learning experiences
- Most pupils speak confidently about their learning and are developing strategies to take responsibility for their own learning
  - Nearly all pupils respond positively to feedback from staff and pupils and use this to improve their work
- During learning walks, nearly all pupils were observed being engrossed in learning and were happy and proud to share their learning
- The school has introduced system for pupils to directly share progress with parents and families.
  - Support assistants are trained as ELSAs to further develop her role in the school. This has included the development of well-being sessions for identified pupils.

## Development

- Review and develop a shared vision for the new federation. Further develop monitoring and self evaluation process, involving all stakeholders.

- To improve Welsh oracy skills and develop Criw Cymraeg
- To continue to improve reading opportunities.

- Review curriculum offer to ensure that the school is meeting the requirements for Curriculum for Wales
- To improve assessment and planning procedures

To enhance and embed well-being strategies across the whole school  
MyHappyMind, whole school approach to wellbeing

**Embedding Pupil Ownership of Learning  
Across the Federation**

**Priority Title:**

Empowering pupils as leaders of their own learning

**Inclusive Monitoring and Self-Evaluation**

**Priority Title:**

Embedding Stakeholder Engagement in School Monitoring and Evaluation



**Consistency and Equity in Planning and  
Assessment Across the Federation**

**Priority Title:**

Establishing Consistent, Inclusive Planning and Assessment Using Maestro