



Ysgol Lon Ddu Summary Self Evaluation and School Development Plan 2024-2025

Black Lane is a community school with wellbeing at the heart of everything we do. Our vision is to:

- Ensure **every child** feels **valued** and **motivated** to **succeed** in a secure and stimulating environment, where all children feel **Healthy, Happy** and **Safe**.
- Have **high expectations** of every child, providing a wide range of **enriching learning** experiences that encourage and support children to **reach their full potential**. This is reflected in our school motto:
"Aiming high, achieving your best!"

We have core values of what we want a Black Lane pupils to be:

- **Happy and Healthy** – this means I am resilient and I have a positive growth mindset, I look after my body and mind and I enjoy learning
- **Kind and caring**—this means I am respectful to others and the environment, I am polite and I treat everyone fairly
- **Ambitious and Confident** – this means I aim high to reach goals and I use my imagination and thinking skills to lead my own learning

These are our core values and underpin everything that we do.

What is Important to us?

At Black Lane our aim is to provide an engaging curriculum that is led by children's interests and provides them with the skills to become confident life long learners in the 21st Century. We are fully committed to the Curriculum for Wales and we aim:

- **To empower ambitious, capable learners ready to learn throughout their lives**
- **To create enterprising, creative contributors, ready to play a full part in life and work**
- **To develop ethical, informed citizens of Wales and the world**
- **To foster healthy, confident individuals, ready to lead fulfilling lives as valued members of society**

We are a primary school located in the village of Pentre Broughton in Wrexham. We are an English-medium school, with a strong focus on Welsh second language. We have approximately 155 pupils from ages 3-11 years.

Progress against last year's priorities 2023-2024

Priority 1: To raise standards, skills and knowledge in cross curricular skills, supporting progress across the AOLES

- Teachers plan for cross curricular skills and pupils make good good progress with literacy, numeracy and digital skills from their starting points
- Most pupils reading skills are developing well and nearly all pupils make strong progress with writing skills
- Pupils across the school make strong progress in developing their mathematical skills and use these skills at the same level across the curriculum
- Most pupils develop their digital skills confidently

Priority 2: To ensure high quality teaching and learning in the context of a high quality curriculum

- All teachers and TAs have completed training on metacognition and independence and are implementing strategies into their classrooms
- Teachers provide worthwhile feedback that pupils use to know what to do next
- Teachers plan for a wide range of exciting cross curricular learning experiences that link with the local community
- Teachers have introduced basic BSL and pupils have learned simple words, phrases and songs
- Teachers have continued to work collaboratively with the cluster to develop a shared understanding of progression

Priority 3: To develop Welsh Oracy skills across the curriculum

- Nearly all pupils develop as confident Welsh speakers. They develop a range of simple vocabulary relevant to learning
- Nearly all pupils develop well as Welsh speakers. Pupils develop a range of simple vocabulary relevant to their learning. They ask and answer a range of questions using past and present tense superbly
- Staff foster a strong Welsh ethos which helps pupils feel proud to be Welsh
- KS2 pupils have engaged in an immersion week in a local Welsh medium school to develop confidence and standards of Welsh Oracy skills.
- We have engaged in the Ein Llais Ni project, implementing effective strategies to develop speaking and listening skills

Priority 4: To develop robust tracking and monitoring systems to ensure pupil progression

- Senior Leaders have trialled, evaluated and adapted tracking systems
- Teachers have collaborated with cluster schools to develop a shared understanding of progression
- Teachers have implemented the Numicon tracker to identify next steps
- Pupil progress tracker has been developed to discuss and challenge individual pupils
- Teachers have continued to use Taith360 to assess and identify next steps and progress overtime
- Teachers plan collaboratively to monitor and track pupil progress and ensure consistency

AP1: ensure a high quality provision for pupils with ALN, ensuring progression

- ELSA provides regular and 'in the moment' support to meet individual needs
- Wellcomm has been evaluated and purchased
- Nursery teacher has attended transition training and reviewed transition
- ALNCo tracks progress of individual pupils and monitors TUPs effectively
- ALNCo has lead transition/transformation within the new ALNet

AP2: to continue to develop wellbeing and personal development

- BCUHB have delivered wellbeing sessions to pupils and staff, developing knowledge and understanding of sleep, stress and food
- Pupils engage in a wide range of enrichment activities to develop a range of skills
- Pupils in KS2 have made attendance leaflets/posters to share with the school community - improving understanding

Summary Self Evaluation 2023-2024

Teaching and Learning

- Nearly all pupils make good progress with their oracy skills across the school
- Most pupils reading skills are developing well
- Nearly all pupils edit their work skillfully to further improve their writing
- Nearly all pupils are confident Welsh speakers. Staff foster a strong Welsh ethos
- Most pupils make strong progress with digital, numeracy and literacy skills
- Teachers plan engaging opportunities for pupils to write at length
- Teachers provide a balanced curriculum that contains breadth of exciting and engaging learning experiences.
- Teachers provide effective feedback so that pupils know how to improve their work
- Provision for personal, social and wellbeing development is a strength

Next Steps:

- Develop the full range of digital skills - spreadsheets and databases
- Develop the level of challenge in all classes

Wellbeing, Care, Support and Guidance

- The school is strong in promoting and supporting a culture of safety and wellbeing. The school is a caring, nurturing and inclusive community where pupils feel valued
- Most pupils behave well
- Most pupils enjoy the engaging and exciting activities that teachers plan for them
- Most pupils focus well on learning and sustain their concentration
- Pupils are beginning to show resilience and perseverance
- Nearly all pupils enjoy making choices in their learning
- Pupils make good use of the feedback that teachers provide to help them improve - this is particularly evident in writing
- There is effective provision for ALN and vulnerable pupils
- A wide range of pupil voice groups provide pupils with worthwhile experiences to develop their skills as leaders

Next Steps:

- Develop independence skills - pupils to choose how to complete a task

Leading and Improving

- Leaders have a clear vision for the school based on nurturing pupils' wellbeing with a strong focus on being happy, healthy and safe
- Distributed leadership is a strength of the school
- Tracking of mathematical and reading skills is effective
- The governing body fulfil their statutory role diligently and link governors work closely with school staff to develop a good understanding of curriculum developments
- School finances are managed well
- Leaders identify and address the most important priorities
- The school has a strong track record of making good progress with planning for change and improving teaching and learning
- Senior leaders regularly monitor performance of staff and support their development with agreed targets
- Senior leaders collaborate with parents and the local community

Next Steps:

- Develop independence skills - pupils to choose how to complete a task

Priorities for 2024-2025

Priority 1: to ensure that teaching and planned activities challenge all pupils, raising standards

- Standards of literacy, numeracy and digital skills - higher order skills
- Progression maps
- Learning Zone - growth mindset
- Independence and thinking maps
- Different levels of challenge
- Learning powers
- To develop use of success criteria

Priority 2: to continue to maintain high standards of Welsh across the school

- Embed Silver Award
- Work towards achieving Gold Award
- Engage in 'Taith' project - AD to visit Canada

Priority 3: to develop outdoor learning provision across the school

- Forest School training and sessions
- Outdoor learning planning across all classes
- Continue to develop resources for outdoor learning

Priority 4: to continue to develop robust tracking and monitoring systems to ensure pupil progression

- Develop pupil progress meetings - to further develop support and challenge
- To develop self and peer assessment systems to identify next steps in line with success criteria

Additional Priority 1: to ensure a high quality provision for pupils with ALN, ensuring progression

- Refresh Trauma Informed Practice training for all staff
- Implement Wellcomm assessment in Nursery/EE
- Access training for ASD and ADHD
- Review Universal Provision and Targeted Universal Provision

Additional Priority 2: To develop wellbeing and personal development

- Introduce My Happy Mind
- To develop pupils' learning powers
- Improve pupil voice