



# Ysgol Lon Ddu

## Summary Self Evaluation and School Development Plan 2025-2026

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 2024-2025

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

- Teachers plan for 3 different levels of challenge with a MEGA challenge. Pupils choose the level of challenge within the 'Learning Zone'
- Teachers have accessed training on 'thinking skills' and have started to include strategies into planned activities
- Most pupils identify that they feel suitably challenged
- Most pupils make good or better progress in literacy, numeracy and digital skills
- Most pupils know how to move their learning on as a result of effective feedback

### Priority 2: To develop high standards of Welsh across the school

- 4 full time members of staff have completed the Welsh Sabbatical and speak Welsh to a high standard
- Nearly all teachers use cymraeg bob dydd to a high standards consistently around the school
- Nearly all pupils develop as confident Welsh speakers
- All staff and pupils feels proud to be Welsh
- Nearly all teachers incorporate welsh into learning across the curriculum
- We have achieved the Siarter Iaith Silver Award
- Mr Davies has attended a research project to support with further developing language skills

### Priority 3: To develop outdoor learning

- We now have 2 qualified Forest School Leaders who has started to deliver FS sessions to some classes
- The outdoor learning provision outside FP has been further developed
- We have made strong links with the community to support with resourcing outdoor learning equipment
- Pupils in FP access outdoor learning on a daily basis

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

- Pupil Progress Meetings have been implemented and teachers meet with SLT 3 x per year to discuss individual pupils' needs
- Teachers are better informed about pupils' needs and progress and plan for appropriate challenge
- Teachers use Taith360 to plan and track breadth and progression across the curriculum

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

- Wellcomm is used to identify specific area of need and next steps
- Improved Early Years outcomes for identified pupils
- Teachers have received training on TUP and UP provision, as a result targets are SMART
- All teachers have completed the ASD online refresher training

### AP2: to continue to develop wellbeing and personal development

- All staff have accessed Trauma Informed Schools training to better support pupils emotional wellbeing needs
- The atrium area has started to be developed into a calm, learning area
- Pupils are beginning to input into planning within classes

# Summary Self Evaluation 2024-2025

## 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 a consistent approach to planning for skills across the curriculum
- Develop problem solving and reasoning skills

## 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:

- Continue to develop pupils independence skills through developing metacognition and thinking skills

## 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:

- To refine tracking and monitoring systems to ensure progression of vulnerable learners

## Priorities for 2025-2026

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

- Continue to develop staff knowledge and understanding of metacognition and thinking skills
- Teachers to plan for higher order thinking skills using thinking skills framework
- Develop problem solving and reasoning skills
- Develop a consistent approach to planning for skills across the curriculum

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

- Continued profession development for all staff
- Raise profile of Welsh with all stakeholders
- Increase the amount of Welsh used by staff and pupils to 30-40%
- Introduce a new welsh reading scheme to develop fluency and comprehension

Priority 3: to develop outdoor learning provision across the school

- Forest School sessions to be rolled out across all classes
- Continue to develop the outdoor provision area with a focus on literacy and numeracy
- Continue to develop resources to enhance the outdoor learning areas

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

- To develop a tracking and monitoring system using Bromcom - to make better use of all available data
- To use tracking data to analyse progress of vulnerable pupils
- Governor self evaluation to identify next steps

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

- Zones of Regulation
- Resources to support specific needs
- Staff member to complete TIS Diploma and implement strategies to support emotional wellbeing

Additional Priority 2: To develop wellbeing and personal development

- Develop pupil voice
- Continue to develop the atrium area to create a calm, learning space
- Remove barriers to learning: Poverty Proofing the School Day project