



Ysgol Lon Ddu

Summary Self Evaluation and School Development Plan 2026-2027

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 2025-2026

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

- Increased evidence of higher order thinking in pupils' work
- Most pupils show improved mental maths and reasoning skills
- Most pupils in years 4-6 show improved digital skills through spreadsheets and databases
- Staff are beginning to refine curriculum design

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

- Improved staff confidence and competence in Welsh
- Increased use of Welsh within classroom practice
- Enhanced Welsh reading and comprehension opportunities - most pupils read Welsh confidently
- Nearly all pupils make very good progress with Welsh oracy skills

Priority 3: To develop outdoor learning provision across the school

- All pupils access Forest School sessions on a regular basis
- Further development of outdoor provision areas to support problem solving and reasoning
- Greater use of outdoor provision on a daily basis

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

- New tracking system on Bromcom - improved use of assessment information to support pupil progress
- Improved tracking of vulnerable pupils
- Increased Governor engagement in self evaluation and school improvement

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

- All classes have implemented Zones of Regulation
- Improved emotional literacy and self regulation
- Increased readiness to learn for targeted pupils
- More consistent support for emotional wellbeing

AP2: to continue to develop wellbeing and personal development

- Development of atrium learning space to create a calm and purposeful environment
- Enhanced provision for emotional wellbeing and regulation
- Increased opportunities for meaningful pupil voice
- A calm and inclusive learning environment that supports emotional needs

Summary Self Evaluation 2025-2026

Teaching and Learning

- Nearly all teachers know their pupils well and use assessment information effectively to plan learning
- Nearly all pupils make good progress from their starting points in literacy, numeracy and digital competence
- Nearly all pupils apply their skills effectively across the curriculum and are increasingly independent
- Nearly all pupils show very good progress with Welsh oracy skills
- Teachers provide effective feedback so that pupils know how to improve their work
- Relationships across the school are strong and contribute positively to pupils' wellbeing and engagement
- Most pupils demonstrate positive attitudes to learning, sustain concentration and respond well to feedback

Next Steps:

- Refine curriculum and assessment planning to ensure consistency and progression across the school
- Further increase the use of Welsh across all areas of learning

Wellbeing, Care, Support and Guidance

- Care, support and guidance is a strength
- There is a strong culture of safeguarding ensuring pupils feel safe, valued and supported
- Staff and governors have a secure understanding of responsibilities
- Relationships between staff and pupils are highly positive and reflects the schools nurturing ethos.
- Nearly all pupils feel safe
- Behaviour across the school is good
- Provision for pupils emotional wellbeing is strong
- Provision for ALN is strong
- School places a strong emphasis on attendance and engagement
- Pupil voice is developing well
- Nearly all pupils show good resilience and perseverance
- Most pupils show improved emotional literacy and self regulation strategies

Next Steps:

- Further develop pupil voice to contribute towards school development
- Continue to refine intervention and provision for pupils with ALN

Leading and Improving

- Leadership and management are highly effective and provide a clear direction that is firmly focused on improving outcomes for all pupils
- Staff share a clear vision for improvement and work collectively towards school improvement
- Leaders know the school well through robust self evaluation processes
- There is a culture of continuous professional development closely aligned to the school priorities
- The school manages resources effectively to improve teaching and learning and wellbeing
- There is a strong track record of implementing and sustaining improvement
- There are positive relationships with parents, governors and support agencies

Next Steps:

- To strengthen middle leadership
- Refine tracking and monitoring
- Strengthen parental engagement in supporting learning at home

Priorities for 2026-2027

Priority 1: to strengthen planning so that all learning experiences are purposeful and clearly aligned with Curriculum for Wales

- Implement new planning model based on four purposes, essential questions and purpose of learning
- Revisit and strengthen planning for integral skills and cross cutting themes
- Develop consistent approaches to RVE and Diversity planning
- Improve tracking of progression through books, completed tasks and assessment evidence

Priority 2: to develop sustained purposeful writing with high quality outcomes

- Establish clear whole school expectations for regularly extended writing
- Map extended writing opportunities across all AoLEs
- Introduce a consistent writing journey and planning sequence across the school
- Deliver Talk for Writing training
- Strengthen feedback and marking to promote deeper editing and improvement
- Use cold write more effectively to identify next steps and personalised success criteria

Priority 3: to embed a consistent approach to mathematical concepts, reasoning and problem solving

- Develop and implement a calculation policy
- Plan authentic problem solving opportunities at the end of maths units
- Revisit financial literacy
- Introduce Nrich resources focused on explaining, convincing and proving
- Introduce a consistent approach to problem solving
- Develop effective questioning techniques to promote problem solving

Priority 4: to continue to achieve high outcomes in Welsh oracy skills

- Welsh language development through CEFR
- Strategic plan towards achieving 40% Welsh provision
- Welsh language banks for each AoLE/topic
- Introduce Welsh oracy assessment tasks
- Implement strategies from Ein Llais Ni
- Establish a Café Cymraeg
- Continue to work towards Siarter Iaith Gwobr Aur

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

- Further embed Zones of Regulation
- Deliver ASD training and create ASD action plan
- Flexible seating and sensory resources
- Develop staff understanding of overlearning and memory strategies
- Revisit adaptive teaching approaches including chunking, modelling and visual supports
- Promote deaf awareness

Additional Priority 2: To develop wellbeing and personal development

- Expand pupil voice groups
- Health and wellbeing sessions with BCUHB HIT
- Training and sessions on RES
- Develop a pupil newsletter