

A summary of last year's School Improvement Priorities 2021-22 and an evaluation of progress made against those targets

YSGOL MYNYDD ISA



**School Improvement Priorities 2021-2022
and
Outline priorities 2022-2024**

Priority 1	Priority 2a)	Priority 2b)	Priority 2 c)	Priority 3
Area: Curriculum for Wales <i>Preparing all stakeholders for the new curriculum</i>	Area: Covid Recovery-Wellbeing <i>Helping Pupils Recover+ Reset (Bespoke to Year groups).</i>	Area: Covid Recovery-Basic Skills <i>Helping pupils Recover+ Reset (Bespoke to Year groups).</i>	Area-Covid Recovery-The wider curriculum experiences <i>Helping pupils Recover+ Reset (Bespoke to Year groups).</i>	Area: New Campus <i>Involving pupils and staff.</i>

School Self-evaluation

Progress against last year's School Improvement Priorities

We self-evaluate many aspects of our school but the most important self-evaluation is how we have done against our main priorities in the School Improvement Plan.

Our school self-evaluation of the impact of School Improvement Priorities in 2021-2022 shows pleasing progress. In evaluating our performance against the success criteria for each priority we seek the views of our key stakeholders. Progress against these priorities (And the school's overall performance) has also been externally corroborated by Estyn Inspectors during our recent inspection in May 2022.

SIP Priority 1-Area: Curriculum for Wales

Key progress

- School trialled several approaches to planning-that have improved teachers' familiarity with the AOLES and progression steps.
- The Cwricwlwm Maestro planning tool trial was abandoned in favour of school 's own topic development. Maestro was too restrictive and not local enough but it was useful experience and improved teacher awareness of the importance of engagement and ideas for tracking.
- Teachers have revisited the school's vision, values and behaviours.
- Teachers have developed our school's non-negotiables.
- Parents, pupils and governors have been consulted on the non-negotiables.
- Teachers have developed their own planning model and understanding of what progression looks like at Ysgol Mynydd Isa.
- Power Language-2-year funded resource for teaching French has been incorporated.
- Curriculum vision and statement is in place.

What did the inspectors say?

'The school provides plentiful opportunities for pupils to develop their understanding of the history and culture of Wales. Teachers incorporate authentic opportunities for pupils to learn about their locality through history and the issues that affect them today. The rich curriculum the school is developing is unique to Ysgol Mynydd Isa and is highly effective in meeting the needs of all pupils'

'The school has maintained momentum in developing its provision in line with the requirements of the Curriculum for Wales. Teachers and leaders are reflective practitioners who think carefully about how they are developing the provision for their pupils. The curriculum currently offers pupils a wide range of authentic, high quality learning experiences that engage *and interest them successfully'* Estyn 2022.

SIP Priority 2 a, b+c- Area: Covid-Recovery

Basic Skills and Wellbeing

- Interventions in basic skill provision(Such as Letters and sounds, Phonic boost, catch up reading and Maths led to an increase in the average standardised scores in every year group in both Reading and Maths.
- Interventions like funky fingers and dough disco and led to good improvements in pupils' cutting skills and fine motor control.
- Group reading sessions in Upper Key Stage 2 have led to clear improvements in pupils' comprehension-evidenced in NFER scores. The use of Epic Reader App has led to increased motivation for reading.
- iCan Talk Boost intervention groups in FP have led to very good improvements in identified pupils' speech.
- Interventions like funky fingers and dough disco and led to good improvements in pupils' cutting skills and fine motor control.
- Year 3+4's emphasis on handwriting has produced clear improvements in termly best pieces of writing.
- The use of mix it up Mondays where pupils have a new learning partner every week has improved pupil resilience and social skills.
- Mindfulness provision-staff and pupils feel that this has really helped pupil wellbeing.
- ELSA sessions-identified pupils have better strategies to use in class.
- The impact of lots of modelling of self-care routines has meant that all pupils are better able to access continuous snack appropriately and follow cloakroom routines etc.

- KS2 Nurture provision-‘Be Smart, Be Cool, Be Positive’-all pupils reported that they felt more confident
- Nursery and Reception planned behavioural regulation activities in universal provision, targeted provision and improved outdoor resources has resulted in pupils being better able to have positive interactions in free play. The use of sensory circuits has also had a positive impact on calming targeted pupils.

SIP priority 2c

Year groups have been very successful at delivering a wide range of activities for pupils to enrich the curriculum as stunning starters of fabulous finishers. As a result pupil engagement and enjoyment has been high e.g.

- N+R: Teach Rex, Puppet show, Fairytale Ball, Florist visit-Mr Bloom, Creepy Crawly show, Blue planet+Aquarium outreach, Stardome, Animals take over etc.
- YR 1+2: Stardome,Xplore, Village walk, Virtual Panto, Jennie@Making maestros, Jubilee party, Keystings etc
- YR 3+4: Birds of prey, Creepy Crawly show, Chester Zoo virtual, Dodgeball, Roman trip, Mr Phormula, Outdoor ed specialists,5*60 officer visit, guitar demonstration etc.
- 5+6-Architct workshops, Stardome, Pentre, Nant BH, American football and badminton coaching, Lloyds bank sessions, cycling etc

What did the inspectors say?

Relevant Inspection May 2022 comments on this objective

*‘At the start of this academic year, leaders and teachers identified the precise support for both learning and well-being that pupils needed following the disruption caused by the pandemic. They implemented a range of strategies and support programmes swiftly to meet individual pupils' needs. As a result, most pupils across the school have made **exceptional progress** since September 2021’.*

‘Staff create an exceptionally warm and caring learning environment where pupils feel valued and safe. They provide a range of successful nurture programmes that support pupils' emotional and well-being needs effectively. The introduction of mindfulness strategies across the school, accompanied by appropriate staff training, has enabled all pupils to benefit from these approaches. Following the pandemic period, the school has introduced a range of 'talking' interventions that support pupils in exploring their emotions and reactions more analytically. The calm atmosphere across both sites reflects the success of this provision’ Estyn 2022.

SIP priority 3 Area: New Campus

Area New Campus-ensuring all stakeholders are involved in the planning/design phase Planning has been approved and final funding arrangements granted-school to open in Sept/Oct 2024

Staff, Governors and pupils have been involved appropriately.

What did the inspectors say?

Relevant Inspection May 2022 comments on this objective

*'Nearly all pupils have made **valuable contributions** to the plans for the new school site. Older pupils met with the architect and put forward their suggestions, for example to include a wind turbine' Estyn 2022*