



Cynllun Datblygu Ysgol – School Development Plan Evaluation & Actions Summary Medi 2025



Ysgol yr Holl Saint – All Saints' School, Gresford. Wrexham.



School Development Plan Evaluation – 2024/25

SIG 1 - To secure further consistency in teaching and learning across the school.

- Consistency in teaching and learning through the successful implementation of strategies like 'Must, Should, Could', DIRT time, and a revised Feedback & Marking Policy, has resulted in clearer expectations and improved assessment for learning.
- Success criteria are now regularly co-constructed with pupils, who demonstrate a strong understanding of learning goals; DIRT time is embedded to support meaningful reflection and response to feedback.
- A revised Maths Medium-Term Planning cycle, aligned with the five proficiencies, has enhanced concept coverage and progression, with improved reasoning and problem-solving evident in pupil work.
- Mastery and Explicit Teaching approaches are being trialled across AoLEs, particularly in Maths, with strategies like silent teacher and mini whiteboards improving clarity and pupil engagement.
- Developments such as the 'All Saints' Way' Teaching Toolkit, peer coaching triads, and the use of Accelerated Reader and digital devices are supporting professional growth, literacy progress, and greater pupil independence.



Next Steps

- ✓ **Embed Whole-School Teaching Frameworks.** Finalise and launch the 'All Saints' School Way' Teaching and Learning Toolkit to guide lesson observations, coaching, and CPD, while deepening the use of tools such as IRIS Connect to develop professional learning opportunities with purpose.
- ✓ **Enhance Professional Collaboration and Consistency.** Strengthen peer coaching triads with scheduled time and reflection tools, ensure consistent use of success criteria and feedback through learning walks and refresher training, and align these with ongoing work linked to IRIS Connect.
- ✓ **Use Data and Technology to Drive Progress.** Refine the use of Welsh National Tests, Accelerated Reader and CAT4 data in target setting and pupil support, and evaluate the impact of digital devices on older pupils teaching and learning, identifying professional learning needs to support further integration.

School Development Plan Evaluation – 2024/25

SIG 2 - To revisit and revise planning for the development of literacy, numeracy and digital skills within the curriculum.

- Strategic planning and delivery of literacy, numeracy, and digital skills, has significantly improved through updating medium-term plans to ensure consistent cross-curricular integration and cohesion.
- Seesaw folders have been successfully implemented in all classes, allowing staff to gather and reflect on evidence of skill development across AoLEs, supporting moderation and improved teaching practice.
- Initiatives like Numeracy Across the Curriculum Week and staff DCF professional learning have deepened pupil engagement and staff confidence in applying skills meaningfully beyond core lessons.
- A revised Curriculum Vision and Rationale has been finalised and adopted by the Governing Body, while the school's success in embedding Welsh language development was recognised with the Cymraeg Campus Silver Award.
- Preparations have begun for Modern Foreign Language provision in Years 5 and 6, and the school is planning to embed the Voice 21 oracy approach in the next academic year.



Next Steps

- ✓ Refine and review the updated medium term planning process to strengthen links between skills and AoLEs, using Planning & Reflection Reviews to guide improvements and ensure consistent curriculum delivery.
- ✓ Enhance oracy through the introduction of the school Literacy Process in English and Welsh lessons, launch Modern Foreign Language teaching in Years 5 and 6, and use Seesaw more effectively for moderation, pupil reflection, and tracking progress in LNF and DCF.
- ✓ Build on staff digital competence training by identifying lead practitioners and monitoring pupil progress in DCF, while sustaining Cymraeg development through work towards the Gold Award and increased cross-curricular Welsh language use.

School Development Plan Evaluation – 2024/25

SIG 3 - To reduce barriers to learning for pupils with Additional Learning Needs and those from identified groups through effective tracking and a trauma informed approach.

- Significant progress has been made in embedding trauma-informed practice, with key staff completing the Trauma Informed Schools diploma and Early Years staff implementing strategies that have led to calmer, more nurturing classrooms.
- Emotional wellbeing monitoring has improved through the consistent use of Moodly check-ins, PASS data, and pupil voice feedback, allowing targeted support and timely intervention for individual and group needs.
- New tracking systems for Universal Targeted Provision and intervention groups, aligned with the MIS, have enabled more effective monitoring, review, and adjustment of support based on pupil progress.
- Multi-agency collaboration has expanded, with promising partnerships such as Action for Children being explored for targeted emotional support, and plans to secure funding for pilot projects next year.
- The school has achieved the Active Travel Silver Award, with work underway towards the Gold.



Next Steps

- ✓ Consolidate trauma-informed practice through continued staff training and classroom audits, and enhance wellbeing tracking by systematically using Moodly, PASS, and pupil voice data, alongside developing case studies to evidence intervention impact.
- ✓ Implement the Action for Children wellbeing model with confirmed funding and staffing, strengthen the use of prayer and reflection spaces with pupil guidance and feedback.
- ✓ Work towards achieving the Active Travel Gold Award by linking sustainable travel to wider wellbeing and environmental goals.

School Development Plan Evaluation – 2024/25

SIG 4 - To support the transition to the new model of school improvement, inclusion and accountability through collaboration with local and wider stakeholders.

- The school has embedded a collaborative, outward-facing approach to improvement through strengthened partnerships at local, regional, and international levels, aligning with Welsh Government priorities and enhancing school-to-school support.
- As a Lead Partner School for the Open University, the school has played a pivotal national role in Initial Teacher Education (ITE), contributing to training, governance, and the successful ITE Partnership Inspection.
- Local cluster collaboration has deepened through the School Partnership Programme (SPP), shared training, and joint planning, laying the groundwork for consistent progression and sustainable school improvement.
- Community engagement has expanded via the Community Learning Programme, funded by UKSPF Multiply and People and Skills grants, offering adult learning in numeracy, wellbeing, and practical skills, reinforcing the school's role as a community hub.
- Further achievements include progress on international learning with a planned Singapore visit, MIS system leadership through the MIS replacement programme, the Cymraeg Campus Silver Award, and curriculum-based commemorative projects marking the school's 150th anniversary and Gresford Mining Disaster.



Next Steps

- ✓ Strengthen collaboration through the School Partnership Programme by launching the 'Securing Pupil Progress' workstream, promoting peer learning, and continuing leadership in Open University ITE with refined mentoring systems and expanded training routes.
- ✓ Embed international learning by evaluating the Singapore visit, developing curricular follow-up, and seeking funding for future exchanges, while also advancing the use of MIS for tracking pupil data and providing targeted staff CPD.
- ✓ Aim for the Cymraeg Campus Gold Award over the next two years by increasing incidental Welsh use and staff confidence.

Self Evaluation Summary – 2024/25

Strengths

Leadership

- ✓ Leadership of Open University ITE continues to influence national teacher development and support for new routes into teaching.
- ✓ Strategic direction through SIG teams ensures distributed leadership and coherent school improvement planning.
- ✓ Strong school-to-school collaboration via the School Partnership Programme fosters system leadership and collective capacity.
- ✓ Investment in leadership at all levels, including peer coaching triads and lead practitioner development, supports a strong learning culture.
- ✓ Development of AI to support teaching and learning in school.

Learning & Teaching

- ✓ Consistent use of co-constructed success criteria, DIRT (Dedicated Improvement and Reflection Time), and the Feedback & Marking Policy has improved clarity in expectations and pupil reflection.
- ✓ Embedding of the writing process and opportunities for extended writing across AoLEs supports pupil engagement and skill transfer.
- ✓ Use of digital platforms like Seesaw and new MIS supports evidence collection, moderation, and progress tracking.
- ✓ Introduction of mastery and explicit teaching approaches, with visible impact on pupil understanding and engagement.

Curriculum

- ✓ Two-year planning cycle completed, ensuring coverage of all AoLEs and alignment with the Curriculum for Wales.
- ✓ Revised medium-term planning now explicitly integrates literacy, numeracy, and digital skills across the curriculum.
- ✓ Curriculum events such as Numeracy Across the Curriculum Week and Expressive Arts showcases enhance pupil engagement.
- ✓ International and local heritage learning is meaningfully embedded, enriching curriculum relevance.
- ✓ Religion, Values & Ethics very well developed across the school as demonstrated in a highly successful Section 50 inspection.

Wellbeing, Equity & Inclusion

- ✓ Whole-school adoption of My Happy Mind and Moodly provides daily emotional check-ins and consistent wellbeing tracking.
- ✓ Provision and support for pupils with Additional Learning Needs and from other identified groups of pupils.
- ✓ Trauma-informed practice embedded across phases, with strong impact on classroom climate and staff confidence.
- ✓ Use of PASS survey data and pupil voice informs targeted wellbeing and pastoral interventions.
- ✓ Achievement of the Active Travel Silver Award promotes physical wellbeing and sustainable habits.
- ✓ Regional EHWP Leadership across agencies and services.

Development

- Embed reflection logs and strategic focus within peer coaching structures to maximise professional learning impact with IRIS Connect.
- Prepare fully for the next ITE accreditation cycle by strengthening assessment and mentoring systems further.

- Strengthen oracy across the curriculum through the implementation of the school Literacy Process and improved evidence capture.
- Expand the modelling of best practice across AoLEs through peer coaching, mentoring and lesson study.
- Implementation of the Teaching and Learning Toolkits.

- Further refine medium-term planning to ensure deep progression in cross-curricular skills and eliminate duplication across planning teams.
- Embed and evaluate the impact of Modern Foreign Language provision in older classes.

- Strengthen pupil understanding and independent use of prayer and reflection spaces for emotional regulation.
- More systematic triangulation of wellbeing data during pupil progress reviews to better target intervention through Action for Children provision.

School Development Plan – 2025/26

To refine a shared understanding of teaching and learning approaches across the school.

To further enhance provision for equity, wellbeing and inclusion.



To secure a shared understanding of progression across the curriculum.

To develop arrangements to further support transition between ages and phases through collaboration with local and wider stakeholders.

With respect, friendship and care, we learn here and succeed anywhere