



Our Curriculum Summary at Ysgol Gynradd Drury

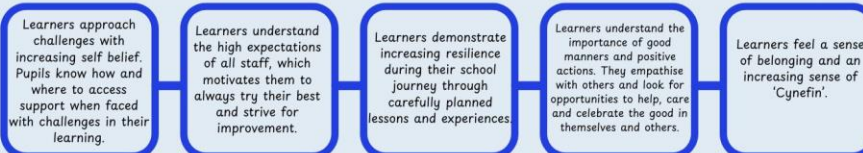
Drury Primary's beech tree logo represents our commitment to the nurturing of each individual child as they grow on their journey through the school. We have an inclusive and safe environment where everyone is valued and enveloped in Welsh culture and tradition.



Vision & Values

Gwledigaeth a gwerthoedd

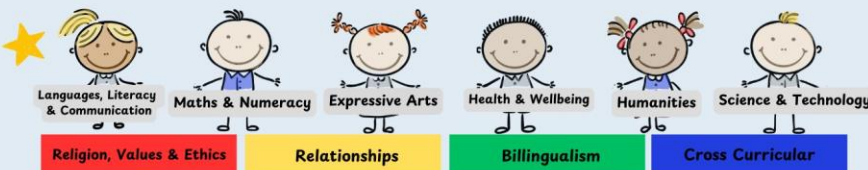
Confident **Ambitious** **Resilient** **Respectful** **Family**



Breadth and Balance

Ehangder a cydbwysedd

All topics planned ensure an experiential curriculum across the curriculum. Our creative curriculum deepens thinking, challenges discussion and fosters inquiry based activities. Whilst ensuring the experiences shared are relevant and current including the use of technology for the 21st century.



Assessment & Progression

Aseiad a datblygiad

Teacher Assessment
Formative & Summative
Personalised Assessments
Collaborative & carefully mapped out progression

To develop a curriculum and culture that improves oracy skills

To develop the skills and knowledge required for independent numeracy reasoning

To create a culture of bilingualism across the school

The Talk Boost strategies have had a positive impact on the teaching of oracy in the Nursery, Reception and Years 1 and 2 classrooms. This practice is embedded and will continue into the next academic year.

Most pupils understand the need to listen carefully.

Nearly all pupils have improved their speaking skills. Confidence has grown for nearly all pupils in the year 3-6 classrooms. Link Governor visit reports reflect the overall success.

Nearly all pupils when questions agreed that they had improved their articulation and pronunciation. Oracy across all AOLE's was evident in all classes, evident in books and on Seesaw.

Good progress has been made in all classes which can evidence, consistency in teaching and learning methods, for reasoning.

Online personal assessments show improvement over time and teacher assessed attainment shows nearly all pupils have a better understanding of how to approach reasoning tasks.

Evidence shows nearly all pupils books have a good coverage of reasoning tasks across the curriculum.

Teaching methods in all classes show adaptive teaching allowing pupils of all abilities are able to access word problems in maths. These strategies show progression and are well embedded in all classes. Nearly all pupils feel their confidence and skills have increased.

The average progress scores show that pupils in Year 2, 4 and 5 have made progress very close to the national average. Pupils in Year 3 have improved exactly in line with the national average whilst pupils in Year 6 have progressed above the national average.

Standards in all classes have been impacted positively through the Bronze Award actions. Nearly all pupils converse with peers and adults with fluency, accuracy and understanding.

We evidence a strong visual Welsh ethos inside and outside of the classrooms.

All classes have embedded strategies that strengthen and expand the use of Welsh language. Nearly all pupils feel proud of their language and reading skill development.

Welsh across the curriculum has been developed and topic vocabulary evident in nearly all classes.

Nearly all children are using digital technology to record themselves speaking as well as apps and websites to develop their reading skills.

Both teaching and non teaching staff speaking skills have developed and a supportive culture that includes in house training maintains high enthusiasm for the well established Welsh ethos across the school.

Drury Primary School Self-evaluation Summary 2023-2024

Wellbeing, care, support and guidance

- Safeguarding is a priority for all staff. There is a focus on the creation of a safeguarding culture across the school to ensure all staff understand their roles and responsibilities on a day to day basis.
- Attendance is very good usually meeting regional and national target of 96%
- The school's PDG grant ensures all identified learners receive the support and interventions they need.
- Pupil voice is a strength and several "councils" help to make decisions and drive visions across the school.
- A carefully planned curriculum ensures all children receive the age appropriate information and guidance about relationships, changing bodies and adult life.
- Visits from the police and other external bodies allow pupils to learn and understand about life beyond the school and their role in society.
- ELSA sessions are a strength and support pupils with a diverse range of anxieties and associated behaviours.

Teaching and Learning

- School has developed a curriculum that embraces the Welsh culture and heritage and the new Curriculum for Wales.
- Holistic, collaborative planning ensure the 4 core purposes are at the heart of all we do. New planning documents evidence progression across the continuum.
- Pupils of all abilities access an innovative curriculum which proves authentic learning experiences.
- Pupil voice influences the topic planning and develops a sense of ownership, enquiry and enthusiasm for learning.
- Teachers set high expectations for all learners with a focus on literacy, numeracy and digital skills.
- Trips and visitors contribute heavily to the learning experience further developing pupils' knowledge of the wider world.
- Pupils apply their skills across the curriculum with increasing confidence and resilience.

Leadership and Improvement

- Self evaluation processes are collaborative and take into account the views of all stakeholders in order to develop school improvement planning.
- Leaders consider current national and regional priorities to ensure the school provides good value for money.
- Improvement planning is monitored rigorously throughout the academic year and includes governors at every level.
- Distributed leadership contributes to CPD and performance management processes, including the sharing of good practice and collaborative practice.
- SLT work hard to support staff wellbeing, including wellbeing days and flexible working to ensure work life balance.
- SLT work closely with the board of governors to bring about change and to measure impact. This includes consideration of the school's previous inspection recommendations.
- The head teacher works closely with the governing body to manage the limited budget.

Strengths of the school

- Staff are forward thinking and motivated
- Staff collaborate and contribute to all aspects of school improvement
- Leadership is distributed
- Learning experiences are varied and exciting
- ALN support works well through early interventions
- ELSA supports pupils on a day to day basis including LEGO therapy.
- Pupil behaviour is excellent
- The school ethos is warm and welcoming to all staff, pupils and visitors
- The home school relationship is strengthening and we continue to develop relationships with parents
- The school has strong links with the local community through regular open house sessions led by the children
- All children are cared for and respected by all staff
- The school environment has improved inside and out
- Our digital provision is very good and well resourced with high staff skills for dynamic lesson
- Tracking and monitoring processes ensure all pupils make progress over time

School Improvement Targets for 2024-2025

Target 1 – To raise standards in reading across the school.

Target 2 – To ensure all children are supported and challenged across the curriculum.

Target 3 – To raise the profile of RVE in all classes – embracing Cynefin.

Target 4 – To develop a designated nurture resource both inside and outside the classroom.