



Drury Primary School

Self-Evaluation 2024-2025



<https://www.druryprimary.co.uk/>

The more we learn, the more we know, Ysgol Drury, is a great place to grow!



1. TEACHING AND LEARNING: teaching, curriculum, skills, and attitudes to learning.	
FOCUS: How effectively does the school's/PRU's curriculum, teaching and assessment support all pupils, including those at risk of adverse outcomes , for example those pupils affected by poverty, with ALN or other identified barriers to make progress, to:	
Strengths, developments, and things that have worked	Areas for development
<ul style="list-style-type: none"> • learn and make progress • develop their knowledge, skills and understanding • develop positive attitudes to learning • develop their Welsh language skills 	<ul style="list-style-type: none"> ○ SIP 1: To develop maths skills through authentic contexts. ○ SIP 2: To develop reading skills with a focus on word recognition and language comprehension. ○ SIP 3: To develop opportunities for pupil voice to make valuable contributions to school improvement. ○ Additional Priorities: Cluster collaboration Continuing involvement in cluster level activities to strengthen transition.

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- ✓ Teachers set high expectations of behaviour and attitudes to learning which are communicated consistently. Nearly all pupils respond positively to this.

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2. WELL-BEING, CARE, SUPPORT AND GUIDANCE

FOCUS:

How effective is the care, support, and guidance the school provides in ensuring that all pupils, including those at risk of adverse outcomes, for example pupils affected by poverty, with ALN or other identified barrier to progress:

- are safe and secure
- attend school regularly
- are respected and fairly treated
- develop leadership skills and take on responsibility
- receive any additional guidance or support they require relating to the next steps in their development.

Strengths, developments, and things that have worked	Areas for development
<ul style="list-style-type: none"> ✓ Attendance was at 95.4% at the end of the academic year. ✓ Parent attitudes to attending school are good with most parents avoiding taking holidays in term time. ✓ ALN support is strong with interventions actioned and monitored regularly at all levels. ✓ ALN TA support is a strength. All identified learners receive regular 1:1 or small group support both in and out of the main classroom setting. ✓ ELSA support has had a very positive impact on many pupils and their families. ✓ Lego Therapy has been a purposeful tool impacting positively on groups of pupils most in need. ✓ Nearly all pupils know how to access help and support and according to recent questionnaires and group work feedback, feel safe and valued. ✓ Those families experiencing poverty are well supported through careful choices made by staff and governors. This is detailed in our SEP targets. ✓ The school supports pupils' holistic development through a sensitive and appropriate curriculum which includes lessons and activities to develop their sense of "Respect, Resilience and Family" according to our school values. 	<ul style="list-style-type: none"> ✓ Additional Priorities: Belonging Strategy To create a clear and tangible sense of belonging both inside the school and in the community beyond. ✓ SEP Target 3: Ensure all staff are confident in dealing with any negative behaviours in order to safeguard all members of our school community. ✓ SIP 3: To develop opportunities for pupil voice to make valuable contributions to school improvement.

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<ul style="list-style-type: none">✓ Health and Safety audits show continuous improvement through strategic planning and auditing in conjunction with Compliance Education and LA.✓ Staff twilight workshops have provided thorough opportunities for DH to lead and manage curriculum change and improvement.✓ Staff twilight sessions have provided valuable opportunities for staff to lead on significant areas of improvement. For example, tracking of pupil progress over time and tracking of skills coverage.✓ A broad range of extra curricular experiences are offered to all children from Year 2 to 6 with a focus on pupil interests, skills and suggestions. They are regularly attended.	
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IA 3: LEADING AND IMPROVING

FOCUS:

How effectively do leaders:

- ensure that all pupils, including those at risk of adverse outcomes, for example pupils affected by poverty, with ALN or other identified barriers to progress, learn and make progress
- develop a culture, inclusive ethos and strategic direction that support the progress and well-being of all pupils
- **identify and address areas for improvement**, including addressing **previous recommendations**
- address national priorities, including improving the quality of teaching and the development of the Welsh language
- ensure that **professional learning improves the quality of teaching**, supports school improvement, and equips all staff to carry out their roles
- manage the school's resources.

Strengths, developments, and things that have worked	Areas for development
<ul style="list-style-type: none"> ✓ The Excel tracker follows every pupil on their learning journey from a baseline position and highlights all progress, interventions and exemplifies support and challenge. ✓ Pupil progress meetings are effective at facilitating a professional dialogue that ensures all concerns, interventions and recognition of skills is utilised to the benefit of every learner. ✓ Staff performance reviews ensure all staff contribute to the most current SIP. In addition opportunities for staff to develop their own professional skills is included , monitored and reviewed. ✓ ALN interventions and processes robustly support learners. ✓ Bronze Award for Welsh is now being built upon with a target of achieving Silver by July 2025. ✓ Governors have worked effectively with the SLT to ensure all spending supports continuous school improvement despite the challenges of a deficit budget. ✓ The school's documentation clearly outlines all improvement targets. Staff have access to these and have been part of their creation. All staff and Governors are involved in the monitoring of improvement planning. 	<ul style="list-style-type: none"> ○ Additional Priorities: Head Teacher to continue to develop “Heads Supervision” pilot group with target of cascading to other Head teachers and using within own school staff. ○ Additional Priorities: Engage with Trauma Informed Network group and upskill staff in the identification and support strategies for identified learners. ○ SIP 1: To develop maths skills through authentic contexts.

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