



School Development Plan Summary

2024-2025

What are we proud of?

What does our self-evaluation tell us?

- We provide a safe and welcoming learning environment to everyone, which is well-resourced, purposeful and inviting.
- Terrace Road has very positive relationships with our families, the wider community and other agencies
- Nearly all of our pupils feel safe in school and behave well.
- We have dedicated well-being staff who are there to support all pupils' emotional health and well-being, all pupils can access our Cwtch Enfys room provision. We have a specialised area called the Cwtch Cynefin. We are proud of the care we offer to vulnerable learners.
- We are proud of the diverse nature of our school and feel it is what makes Terrace Road so special, we support all learners effectively.
- The Terrace Road curriculum has developed effectively, our topics engage our pupils and are planned to include knowledge, skills and experiences through authentic learning experiences

What did we do last year?

- We continued to refine and embed our Terrace Road Curriculum. The cluster worked together to map out Curriculum for Wales and our school produced curriculum maps to promote consistency and coherence across the school.
- The staff worked collaboratively on Areas of Learning Experiences to map out the 4 purposes and integral skills for each topic.
- We continued to enhance our learning environment.
- We held a number of events where parents came in school to celebrate their child's learning and learnt about how we teach in Terrace Road.
- We develop our teaching and learning by improving the quality of questioning skills used by all staff and creating opportunities for pupils to develop their independent learning skills.
- We made good progress with ALN Reform timeline and we continued to strengthen our ALN team and provision.
- We refined our self-evaluation and assessment procedures so our quality assurance activities are focused more on our school priorities.
- Continue to focus on developing writing skills across the school ensuring our Sharp Writers process is embedded and used effectively in every class.

What does our self-evaluation tell us we need to work on and what are our key priorities for 2024-2025?

- To strengthen our assessments of pupils' writing skills, introduce the Writing Milestones and use these to evaluate pupils writing to inform planning and provision.
- Continue to develop numeracy skills with a focus on developing pupils' number fluency in addition and subtraction, for pupils to build on their bank of problem-solving strategies through Amber's toolkit and to develop how assessment data is utilised to support pupil progress and
- Continue to work towards ALN reform.
- Further develop questioning skills using Bloom's questions to develop thinking and problem-solving skills.
- Continue to develop the school's shared understanding of progression, further develop and refine pupil progress meetings
- Develop our learning environment with a focus on enabling classrooms in Sky Phase, the collaborative area in Land phase and universal provision in Sea phase.

How will we achieve this?

- All school staff will receive training on questioning and Bloom's taxonomy
- Teachers will have continued professional development on developing writing.
- Maths professional development will be included in teacher training sessions.
- Continuing implementing the ALN reform agenda
- All staff receive awareness raising opportunities on INSET days on progression and what this looks like in Terrace Road.
- Mr Dowle will be instrumental in supporting the school to create more enabling learning environments

Who will help us?

- Our Governors by regularly visiting our school and checking on progress with our priorities.
- Our School Improvement Advisor Kerry Thomas will support us by visiting our school, checking on progress, help us to assess standards, leadership and well-being.
- Cluster working will help us to further develop our curriculum and understanding of progression and share good practice.
- Our parents can help by ensuring their children arrive at school on time and have good attendance (95%+)