

**Progress against the 2024 – 2025 School Development Plan**

Priority	Progress
Improve self-evaluation, monitoring and improvement planning to ensure that it focuses on the aspects most in need of improvement	Very Good Progress
Improve the quality of teaching and assessment to ensure that lessons meet the needs of all learners	Strong progress – elements continuing to be addressed in the SDP for 2025-2026.
Ensure that teachers plan opportunities for pupils to improve and refine their writing skills to make the progress they are capable of	Very Good Progress

**School Self-Evaluation Findings:****Strengths:****Teaching & Learning:**

- Most teachers know accurately their pupils' starting points.
- The curriculum routinely provides a well-considered range of rich and relevant experiences that interest and inspire pupils. Learners have a growing influence on provision.
- The school significantly supports the development of the personal and social skills of most pupils, including those from a wide range of backgrounds. Provision is adjusted well to meet the needs of most pupils, increasingly including those vulnerable to underachievement.
- The curriculum has good arrangements to support pupils with emotional, health and social needs, so that they can positively engage with the school and benefit well from the opportunities it offers. The school provides well-considered support for pupils' mental and physical health and wellbeing, through good awareness and well-planned approaches.
- The curriculum helps most pupils to develop the skills, knowledge and understanding they need to make healthy lifestyle choices.
- A strong classroom ethos is apparent in the explicit actions of both the pupils and adults. Relationships between most pupils and staff are very effective, based on clarity and understanding.
- Most pupils have very strong, positive working relationship with a wide variety of peers, and they enjoy this. They respond well to each other in the class and with warmth and increased motivation.

**Wellbeing, Care, Support & Guidance:**

- The school is highly effective in promoting and supporting a culture of safety and well-being in the school community.
- The school responds very well to, and manages, any alleged cases of bullying, harassment and discrimination related to prejudice.
- The school routinely and proactively uses a wide range of partnerships with other agencies to secure good attendance for pupils.
- The school engages routinely with the services of an extensive range of specialist agencies, especially for pupils who face significant barriers to learning.
- The teachers manage most behaviour very well. They act proactively, and frequently intercede before issues arise.
- Over time, most pupils, including those with ALN, take on a range of leadership roles and responsibilities, and participate in the life and work of the school.
- Transition arrangements between classes and phases in the school are exceptionally strong, with well-planned and enacted continuity and progression in all key teaching and learning practices. Information shared is directly focused on wellbeing and cognitive aspects, and ensures seamless transition.

## Leading and Improving

- There is good evidence that leaders have developed a strong, positive culture amongst staff, and an inclusive ethos. There is a clear and strong strategic direction, accurately based on learner needs.
- Aims, supported by strategic objectives, plans and policies are accurate and focus very well on improving pupils' learning and well-being.
- Leaders routinely model expectations very well. They communicate clearly with good consistency and effectiveness in a wide range of ways. They frequently provide clear reminders with well-set deadlines that are effective.
- A clear, detailed, self-evaluation annual timetable is in place and is enacted well by a range of staff, and, increasingly, governors. Leaders collect and analyse evidence of standards and provision, including teaching, and pupil performance, as a matter of course. Outcomes are nearly always evaluative, defining strengths and areas to improve, accurately and with clarity.
- School governors are very familiar with the school's strengths and areas for development, as identified through self-evaluation. They have clear roles as part of the school's strong self-evaluation processes.
- Performance management is well organised and delivered for all staff. There is a direct and consistent link between SIP priorities, teaching, and individual objectives. Performance management outcomes support improved teaching and pupil outcomes well.
- The school has a clear, up to date and well-aligned staffing structure in place. It is linked to school improvement well. Roles and responsibilities are very clear.
- Leaders establish strong relationships with parents and have good lines of communication with them.

## **Areas for Development:**

- Formative assessment procedures:
  - Questioning and feedback to support pupils' progress
  - Pupils responding purposefully to feedback
  - Pupils understanding their own strengths and areas for improvement
- Learning environments
  - Independence & perseverance (engagement) in learning
- Cross Curricular skills:
  - Pupils applying their cross curricular skills at the appropriate level across the curriculum.
- Welsh language communication skills

## School Development Plan Priorities 2025 – 2026

### Priority 1: Embed formative assessment procedures so they impact on pupil progress

Actions	Support	Milestones
<ul style="list-style-type: none"> <li>• Compliance of the school's marking policy.</li> <li>• Improve the clarity and effectiveness of learning intentions and success criteria.</li> <li>• Develop the use of questioning</li> <li>• Decide on appropriate next steps in learning</li> <li>• Create targets with pupil involvement.</li> <li>• Implement Verbal Feedback (VF) during lessons to give in the moment guidance and ensure clarity of expectations.</li> <li>• Pupils to use effective AFL strategies in their self-assessment.</li> </ul>	Improvement Partner  CSC Strategic Team Support for Teaching & Learning  CSC Training courses	<b>December 2025:</b> <ul style="list-style-type: none"> <li>• Marking policy being followed</li> <li>• Learning Intentions used effectively</li> <li>• Success Criteria's used effectively</li> </ul> <b>March 2026:</b> <ul style="list-style-type: none"> <li>• Questioning being used effectively</li> <li>• Pupils effectively working alongside staff to identify their next steps</li> </ul> <b>July 2026:</b> <ul style="list-style-type: none"> <li>• AFL strategies are embedded into T&amp;L.</li> </ul>

### Priority 2: Improve engagement of our learners through high quality provision

Actions	Support	Milestones
<ul style="list-style-type: none"> <li>• Improve the indoor learning environment to maximise pupils' focus and progress.</li> <li>• Improve the outdoor learning environment to maximise pupils' focus and progress.</li> </ul>	<p>Improvement Partner</p> <p>CSC Strategic Team Support for training</p> <p>CSC Training courses</p> <p>Practitioners in Outdoor learning training</p>	<p><b>December 2025:</b></p> <ul style="list-style-type: none"> <li>• Indoor Learning environments have developed</li> </ul> <p><b>March 2026:</b></p> <ul style="list-style-type: none"> <li>• Outdoor Learning environments have developed</li> </ul> <p><b>July 2026:</b></p> <ul style="list-style-type: none"> <li>• Engagement of our learners has improved</li> </ul>

**Priority 3: Develop the coordination and leadership of cross curricular skills across the school (emphasis this year on DCF)**

Actions	Support	Milestones
<ul style="list-style-type: none"> <li>• Develop staff knowledge and understanding of integrating cross-curricular skills effectively.</li> <li>• Develop the coordination and leadership of the progressive development of cross curricular skills across the school.</li> <li>• Ensure consistency in assessing the quality and depth of pupils' application of cross-curricular skills across AoLEs.</li> </ul>	<p>Improvement Partner</p> <p>CSC Strategic Team Support for training</p> <p>Cluster Transition Plan</p>	<p><b>December 2025:</b></p> <ul style="list-style-type: none"> <li>• Staff knowledge and understanding of integrating cross curricular skills has developed</li> </ul> <p><b>March 2026:</b></p> <ul style="list-style-type: none"> <li>• The coordination and Leadership of progressive development of cross curricular skills is clear across the school</li> </ul> <p><b>July 2026:</b></p> <ul style="list-style-type: none"> <li>• Pupils are making progress in their DCF skills</li> </ul>

**Priority 4: Raise standards in spoken Welsh across the school**

Actions	Support	Milestones
<ul style="list-style-type: none"> <li>• Raise standards of teaching and learning welsh oracy skills through Deg Munud Y Dydd</li> <li>• Raise standards of teaching and learning Welsh during Focussed Welsh lessons</li> <li>• Embed a consistent approach to delivering welsh teaching of spoken welsh</li> </ul>	<p>Improvement Partner</p> <p>CSC Welsh Advisory Service Bespoke Support</p>	<p><b>December 2025:</b></p> <ul style="list-style-type: none"> <li>• Deg Munud Y Dydd delivered consistently throughout the school</li> </ul> <p><b>March 2026:</b></p> <ul style="list-style-type: none"> <li>• Welsh lessons delivered consistently throughout the school</li> </ul> <p><b>July 2026:</b></p> <ul style="list-style-type: none"> <li>• Pupils Welsh oracy skills have developed</li> </ul>