

Summary of School Development Plan

2026 – 2027

Progress against the 2025 – 2026 School Development Plan

Priority	Progress
Embed formative assessment procedures so they impact on pupil outcomes	Strong Progress
Improve engagement of our youngest learners through high quality provision	Strong progress
Develop the coordination and leadership of DCF cross curricular skills across the school	Strong progress
Raise standards in spoken Welsh across the school	Strong progress

School Self-Evaluation Findings:

Strengths:

Teaching & Learning:

- The curriculum routinely provides a well-considered range of rich and relevant experiences that interest and inspire pupils.
- 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.
- 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:

- Consistency in teaching & Learning throughout the school
 - Structure of lessons
 - Pupils having ownership of their strengths and areas for improvement
- Mathematics
 - Developing pupils' mathematical skills
- Reading
 - Developing pupils reading skills

School Development Plan Priorities 2026 – 2027

Priority 1: Establish a Consistent Whole-School Teaching and Learning Model which impacts on pupil progress and attainment

Actions	Support	Milestones
• Establish a Consistent Whole-School Teaching and Learning Model which impacts on pupil progress and attainment • Effectively implement the T&L framework into every lesson • Strengthen Adaptive Teaching and Differentiation • Strengthen use of Success Criteria across the school • Increase Pupil Ownership of Learning by strengthening pupil involvement in assessment processes so that learners take greater ownership of their progress, successes and next steps	Improvement Partner RCT Horizontal Collaboration project CSC Training courses	December 2026: • Pupils can explain the purpose of each lesson phase (Do Now, I Do, We Do, You Do, Plenary). • Teachers provide clear modelling and explanation during the I Do phase. • Pupils are appropriately supported through guided practice during the We Do phase. • Plenaries are used effectively to assess learning, address misconceptions and identify next steps • Pupils regularly use success criteria to self-assess and improve their work • Pupils can identify what they have achieved and what they need to do next. March 2027: • Pupils independently use agreed strategies before seeking adult support

		• Pupils are sustaining independent learning for longer periods • Pupils demonstrate improved recall of prior learning during the Do Now Phase • Pupils successfully apply newly taught skills during independent work during the You Do phase • Pupils can discuss their strengths, progress and next steps. • Pupils routinely set and review personal learning targets. • Pupil voice demonstrates increased ownership of learning. July 2028: • Pupils make expected or better progress
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Priority 2: Improve Standards and Progress in Mathematics

Actions	Support	Milestones
• School has a vision for Maths • School uses a structured approach to developing pupils basic number skills • School has a progressive framework for the teaching of Maths • Upskill Staff knowledge on Mathematics pedagogy (in particular calculation methods) • To develop pupils' mathematical reasoning, problem-solving skills and mathematical language. • To close the attainment gap for pupils • All pupils are supported and challenged in Maths and know what they are doing successfully and what they need to do to improve. • School has a policy for Maths • To increase parents', carers' and school staff's confidence in supporting children with maths. • A school moderation portfolio is collated to support staff in planning and assessing Maths skills	Improvement Partner RCT Vertical Collaboration project CSC Training courses	December 2026: • Big Maths assessments show progress for all groups of learners. • Pupils can explain why mathematics is important and demonstrate positive attitudes towards mathematics learning March 2027: • Pupils demonstrate increased fluency in number facts and calculations. • Pupil surveys indicate increased enjoyment and confidence in mathematics. • Pupils select and use efficient calculation strategies appropriate to the task. • Pupils demonstrate increasing accuracy and fluency when working with number. • Pupils can explain strategies they use to solve mathematical problems. • Pupils understand what they are learning, can identify their successes and know their next steps for improvement. • Pupils use feedback to improve the quality and accuracy of their mathematical work. July 2027: • Pupils use appropriate mathematical vocabulary when explaining their thinking. • Pupils justify answers using evidence and reasoning. • Assessment outcomes show

		improvement in reasoning and problem-solving tasks. - Targeted pupils close gaps in their mathematical understanding and demonstrate accelerated progress from their individual starting points. - Assessment data shows improved attainment - Increase parents', carers' and school staff's confidence in supporting children with maths.
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Priority 3: Improve Standards and Progress in Reading

Actions	Support	Milestones
- Create a school vision for Reading - School uses a structured approach to developing pupils reading skills - Upskill Staff knowledge on Reading pedagogy - To close the attainment gap for pupils - All pupils are supported and challenged in Reading and know what they are doing successfully and what they need to do to improve. - Create a policy for reading - To increase parents', carers' reading confidence in supporting children with their reading skills	Improvement Partner RCT Horizontal Collaboration project CSC Training courses CAL:ON Cymru Reception project	December 2026: - Pupils demonstrate familiarity with consistent reading routines, strategies and language used throughout the school. March 2027: - Reception: Pupils use an increasingly wide vocabulary and demonstrate improved listening and understanding during reading activities - Reception: Pupils develop their Storytelling and narrative understanding - Reception: Pupils develop their Phonological awareness (linking sounds to letters) - Pupils read more regularly at home, engage positively in reading activities and demonstrate increased confidence when reading with others. July 2027: - Pupils can articulate the importance of reading, talk positively about books and reading, and engage regularly in reading for pleasure. - Pupils participate actively in reading sessions and demonstrate sustained engagement and independence when reading. - Pupils are making progress in their phonics/reading and comprehension skills - Pupils read with increasing accuracy, fluency, expression and understanding appropriate to their age and stage of development