



School Development Plan

Published Summary



School Self-evaluation: Summary

Strengths:

- The school has a caring and inclusive ethos.
- There are very strong professional relationships between pupils, staff and families.
- There is a strong emphasis on pupils' wellbeing which results in happy pupils who are excited to come to school and learn.
- Pupils report that they feel safe and happy at the school.
- Pupils enjoy their lessons and demonstrate positive attitudes to learning.
- Behaviour at the school is excellent. There are very few incidents of poor behaviour and no recorded incidents of bullying.
- Thorough assessment, tracking and reporting procedures are in place.
- Pupils, of all abilities, make good progress across the school from their individual starting points.
- There is early identification of low attainment in maths and literacy skills through ongoing formative and summative assessments for reading, writing and maths.
- Highlighted children are placed onto specific interventions to support the development of their literacy and maths skills - WellComm, Language and Speech Links, Phonics Interventions, Extra Reading Support and Rapid Maths
- Pupils' digital skills are developed particularly well, and pupils use these skills effectively across most areas of their learning.
- Lessons are well-planned and build sequentially on pupils' knowledge, skills and understanding.
- Staff take into account what pupils want to learn about and their interests influence school themes.
- The school has an active pupil voice group - 'Our Senedd'. These pupils, including those disadvantaged by poverty, are beginning to take on leadership roles which influence the life of the school.
- Indoor Learning environments have been developed to be engaging and promote independence.

Areas for development:

- Maintaining Moral after proposed school closure September 2024
- The use of questioning and feedback to support pupils progress - Challenge for all
- Oracy development - Tracking and assessment of Oracy, linked to direct teaching strategies to support the development of Oracy skills,
- The use of the outdoor environment to promote independent learning and problem solving skills.
- The development of the strategic role of Governors to provide support and challenge as part of school development.
- Attendance - 2.08% decrease in attendance from 94.28% 2023-2024 to 92.20% in 2024-2025,

SCHOOL DEVELOPMENT PLAN EVALUATION 2024/25

| Priority | Evaluation of progress |
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| <p>Continue to refine & develop Assessment & Tracking procedures to ensure all pupils are accurately tracked and all staff have the knowledge to assess & track</p> | <ul style="list-style-type: none"> ● Baseline assessments were completed for all pupils using the updated assessment tracker. ● In house training during weekly planning meetings has improved staff confidence in formative and summative assessment. ● Tracker was refined to highlight eFSM, ALN, EAL, and all pupils considered disadvantaged/vulnerable, enabling more focused progress tracking. ● Engagement in cluster ‘Pupil Progress Journal pilot’ successful with first termly reports being developed and shared with parents throughout the year. ● Parent feedback on Pupil Progress Journals very positive <ul style="list-style-type: none"> - 100% found reports useful and informative to further support learning at home. ● Parent consultation led to revised reporting formats throughout the year, where written reports replaced traditional parents' evenings and open evenings were held for parents to view children’s work. <ul style="list-style-type: none"> - 92% preferred detailed termly reports with one formal parents evening and an optional spring drop-in. ● Pupil Progress Profiles also had a significant impact on teaching and learning: <ul style="list-style-type: none"> - Improved staff understanding of individual progress and next steps. - Enabled more personalised pupil progress meetings. ● Professional discussions with the School Improvement Partner validated our confidence in our now robust and purposeful assessment, tracking and reporting systems. |
| <p>To further develop our curriculum ensuring pupils understand their rights and responsibilities; influencing how they learn whilst developing their ability to become independent learners. (PIAP)</p> | <ul style="list-style-type: none"> ● School Senedd was established with six Year 2 and four Year 1 pupils elected to represent pupil voice, who successfully shared ideas and planned the following events: <ul style="list-style-type: none"> - Handwashing poster campaign - Children in Need fundraising day - RCT Christmas Card recycling competition - Number Day promotion - Easter waste reduction competition - Dementia awareness campaign (‘Turn Ponty Blue’) and visit to Tonteg Day Unit ● Weekly Religion, Values and Ethics (RVE) assemblies delivered with links to the Rights of the Child, improving pupil awareness of their rights and responsibilities. ● Rainbow challenges and ‘Oh no!’ scenarios beginning to be implemented across the school to promote independence and problem-solving. This is ongoing and needs to be developed further. ● Environment Walkthroughs completed internally and externally, with positive feedback from the School Improvement Partner. Our school was recommended to other settings to showcase Early Years provision and how the environment promoted independence; where three schools visited during the Spring and Summer Terms. |

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| <p>To develop the teaching of Welsh language skills consistently and progressively across the school.</p> | <ul style="list-style-type: none"> ● Teaching staff had opportunities to visit schools to observe high-quality Helpwr Heddiw sessions and gather best practice. ● All staff attended INSET training led by the Welsh advisor from CSC, deepening confidence and consistency in delivery. ● Daily Helpwr Heddiw sessions are embedded across all classes, timetabled consistently to support routine and progression. ● Staff using the Welsh language continuum appropriately for their year group, ensuring developmental progression. ● Increase in incidental Welsh observed among pupils, reflecting growing confidence and natural use of language. ● L2L in Welsh completed, leading to a significant improvement in pupils' oral Welsh skills across all year groups from baseline. ● Welsh challenges are beginning to be introduced to promote independent use of Welsh and transfer of skills to different contexts. ● CSC Welsh Lead confirmed no further bespoke support needed, recognising the school's strong progress and impact. |
| <p>To develop effective transition procedures from home to school & school to school.</p> | <ul style="list-style-type: none"> ● Playgroup successfully established and sustained, with regular attendance from incoming Pre-Nursery children, supporting early relationships with staff and families. ● Pre-Nursery transition systems embedded, such as 'Stay and Play' sessions, key worker booklets, seasonal cards and letters from current Nursery pupils and our Year 2 'Bigs' and planned visits to feeder settings. ● Year 1 and Year 2 transition activities introduced, including joint events with Coedpenmaen to build relationships with staff and pupils. Schools also held shared parent meetings to support continuity and communication ● New expectations for Pre-Nursery pupils have been created utilising the 'Non-maintained Nursery' assessment documents, ready to support assessment and planning for our incoming Nursery cohort. |
| <p>Focus professional learning on developing leaders at all levels with a focus on extending their range of teaching & learning pedagogies (PIAP)</p> | <ul style="list-style-type: none"> ● All staff have completed Performance Management. Whole school and pupil targets are linked to the SDP. Individual targets provide opportunities for professional development and enhance skills across the school. ● OR completed Middle Management training, strengthening leadership capacity within the school. ● All TAs engaged in the Early Years Learning Project, receiving training in Makaton, Welcomm, PECS, and ELKLAN to deepen understanding of early child development. ● SF and CS attended CSC's 'High Standards & Aspirations for All' training, supporting strategic development and inclusive practice. ● All staff received Helpwr Heddiw training, leading to consistent daily Welsh sessions across the school. ● Team Teach training delivered to all staff, equipping them with strategies to de-escalate behaviours and safely support pupils. |

SCHOOL DEVELOPMENT PLAN PRIORITIES 2025/26

| Priority | Key Actions | Support |
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| <p>1. To ensure all learners experience high-quality, appropriately challenging learning opportunities that promote equity, engagement, and achievement across the curriculum.</p> | <ul style="list-style-type: none"> ● Embed Differentiated Challenge in Planning: ● Monitor and Analyse Pupil Progress ● Capture and Respond to Pupil Voice ● Develop Inclusive, Adaptive Teaching ● Implement Collaborative Learning Using Kagan Structures ● Enhance Marking and Feedback to Support and Challenge Pupils | <ul style="list-style-type: none"> ● Cluster Kagan Training |
| <p>2. To further develop independent learning skills in all pupils by embedding high-quality guided play experiences across the curriculum.</p> | <ul style="list-style-type: none"> ● Create learning environments that are rich in resources that support self-directed exploration ● Use guided play strategies that provide support to extend learning while encouraging children to make choices, solve problems, and take increasing responsibility for their own actions: ● Observations and pupil voice to influence children's learning ● Plan a balanced mix of child initiated and adult led activities | |
| <p>3. To improve pupils' ability to communicate effectively by embedding oracy across the curriculum and creating opportunities for purposeful talk.</p> | <ul style="list-style-type: none"> ● Professional Development for all staff on Oracy Strategies ● Development of Literacy Genre Map linked to Talk4Writing Texts: ● Transferring oracy skills across the curriculum ● Developing oracy rich learning environments ● Developing the assessment and monitoring of oracy ● Monitoring the impact of new oracy strategies and skills | <ul style="list-style-type: none"> ● CSC Literacy Team |
| <p>4. To improve overall pupil attendance by implementing effective monitoring and support strategies, strengthening partnerships with families.</p> | <ul style="list-style-type: none"> ● Review current attendance policy and procedures ● Monitoring and analysis of attendance data ● Improve communication about attendance with families ● Develop strategies for early identification and intervention of persistent absentees ● Introduce whole-school celebrations and incentives for attendance | <ul style="list-style-type: none"> ● Bromcom Support ● AWO Support |
| <p>5. To strengthen the strategic impact of the governing body by developing governors' understanding of their roles and enhancing their engagement in school improvement.</p> | <ul style="list-style-type: none"> ● Create a structured induction programme for new governors ● Develop Governor self evaluation to support Continual Professional Development planning and role-specific training ● Encourage the Governors to be actively involved in our school life ● Foster strategic confidence amongst the governors, developing constructive feedback, challenge and support ● Further develop communication and collaboration between school staff and governors | <ul style="list-style-type: none"> ● Governor Support - Training |