



School Development Plan

Published Summary



School Self-evaluation: Summary

Strengths:

- The school has a caring, inclusive ethos with a strong culture that promotes both pupil and staff wellbeing.
- Positive, respectful relationships between pupils, staff, families and the wider community contribute to high levels of engagement and collaboration.
- Pupils feel safe, happy and valued at school, supported by robust safeguarding practices and fair treatment for all.
- Behaviour is excellent, with pupils demonstrating positive attitudes to learning, respectful relationships and consistently high levels of engagement.
- Personal, social and emotional development is prioritised and supported effectively across the school.
- Teaching and learning are supported by well-planned, sequential lessons, effective deployment of resources, and additional staff support where needed.
- Reading, writing and mathematical skills are developed effectively through comprehensive assessment, tracking and reporting systems.
- Early identification of pupils requiring additional support leads to targeted interventions that successfully address literacy, language, speech and mathematical needs.
- Pupils of all abilities make good progress from their individual starting points.
- Pupils develop strong digital skills and apply them effectively across their learning.
- Staff take account of pupils' interests when designing learning experiences, helping to maintain engagement and motivation.
- Pupil voice is valued through initiatives such as Our Senedd, enabling pupils, including those disadvantaged by poverty, to influence school life and develop leadership skills.
- Learning environments are engaging and promote independence.
- Leaders communicate high expectations effectively and maintain a strong focus on continuous improvement through robust self-evaluation and impact assessment.
- Staff have a clear understanding of their roles and responsibilities, contribute effectively to school improvement, and benefit from strong consideration of staff wellbeing.

Areas for development:

- Develop a whole-school approach to oracy by embedding speaking and listening skills within planning, teaching, assessment and progress tracking across all year groups.

- Strengthen the curriculum's focus on local, national and international contexts by developing staff understanding of Welsh history, culture, language, diversity, identities and the cross-cutting themes within Curriculum for Wales.
- Develop a coherent whole-school approach to the Cross-Cutting Themes and Integral Skills, ensuring they are explicitly planned for, taught and progressively developed across the curriculum.
- Refine curriculum planning through the development of a clear whole-school curriculum map that ensures appropriate breadth, depth and progression across all Areas of Learning and Experience over the three-year cycle.
- Develop robust assessment and tracking systems across all Areas of Learning and Experience to monitor pupil progress beyond Literacy, Language and Communication and Mathematics.
- Strengthen governance by continuing to develop governors' strategic role, ensuring they understand their responsibilities, provide effective support and challenge, and use first-hand evidence to evaluate and verify school performance.

SCHOOL DEVELOPMENT PLAN EVALUATION 2025/26	
Priority	Evaluation of progress
To ensure all learners experience high-quality, appropriately challenging learning opportunities that promote equity, engagement, and achievement across the curriculum. (PIAP)	• Significant progress has been made towards this target throughout the academic year. A revised planning format was successfully implemented across the school, ensuring that support, differentiation and challenge are embedded within teaching and learning. Monitoring activities, including book looks and learning walks, demonstrated that pupils are increasingly being appropriately challenged and that staff are using agreed approaches consistently to support pupils' progress. • A strong focus on equity has been maintained through the clear identification and tracking of vulnerable learners, including pupils eligible for FSM, EAL learners and those receiving support from external agencies. Regular pupil progress meetings, supported by assessment and intervention tracking systems, have enabled staff to closely monitor attainment, progress and wellbeing, ensuring that timely support is put in place and that no learner is overlooked. • The introduction of Feedback Fridays and the implementation of a new marking policy have strengthened opportunities for reflection, feedback and improvement. Monitoring throughout the year showed that the majority of staff are consistently applying the marking policy, with marking being used effectively to support and extend learning. • Staff professional development has also contributed positively to engagement and achievement. All teachers and HLTAs completed Kagan training, and agreed non-negotiables were established across the school. As a result, collaborative learning structures have become embedded, particularly in Year 1 and Year 2, where pupils confidently use a range of Kagan strategies to enhance participation, oracy and peer learning. These approaches continue to develop within Nursery and Reception. • Evidence gathered through self-evaluation activities, book looks, pupil voice and learning walks indicates that classroom environments increasingly support learning and engagement. Pupils can explain the purpose of resources available to them, although further work is needed to develop their independence in selecting and utilising these resources without adult prompting. • Overall, the school has made strong progress towards achieving this target. Systems for planning, assessment, feedback, intervention and pupil engagement are well established and are contributing to more equitable and appropriately challenging learning experiences for all pupils. Moving forward, the focus should be on embedding these practices consistently across all classes and further developing pupils' independent use of learning strategies and resources to maximise achievement.
To further develop independent learning skills in all pupils by embedding high-quality guided play	• Strong progress has been made towards this target throughout the academic year. Significant developments to the learning environment, staff practice and planning processes have supported pupils to become increasingly independent learners. Classroom resources have been clearly labelled using words and pictures, ensuring that pupils can access materials independently and make informed choices about their learning. Further investment in

experiences across the curriculum. (PIAP)	resources, supported by PTA funding, has enabled classrooms to develop into rich, engaging environments that promote exploration, creativity and self-directed learning. • The quality and consistency of guided play have improved across the school. Dedicated staff within enhanced and continuous provision have become increasingly confident in using skilled questioning, modelling and facilitation strategies to extend children's thinking while encouraging them to take greater responsibility for their own learning. Weekly problem-solving activities, such as the 'Oh No...' scenarios, have provided valuable opportunities for pupils to develop resilience, critical thinking and independence when faced with challenges. Staff confidence in planning open-ended tasks has also grown, allowing children greater scope to lead and direct their own learning. • A key strength this year has been the increased use of observations and pupil voice to inform planning. Staff have worked collaboratively to develop their observation practices, identifying children's interests and emerging schemas and using this information to create responsive learning opportunities. As a result, planning now reflects a more effective balance between adult-led teaching and child-initiated learning, ensuring that pupils have regular opportunities to apply and transfer newly acquired skills independently. Pupils have also been given opportunities to contribute ideas for learning challenges, further strengthening ownership and engagement. • The completion of an environment audit enabled staff to critically evaluate provision and make improvements to support independent learning. By the Summer Term, classrooms had evolved into well-organised, resource-rich environments with accessible, open-ended materials that encourage curiosity, experimentation and independent problem-solving. Pupil voice is increasingly evident within provision, demonstrating that learning experiences are becoming more responsive to children's needs and interests. • External validation was also received through the positive feedback from the Interim Estyn visit, which highlighted the strong levels of independence demonstrated by learners. This supports the school's own evidence that pupils are increasingly confident in making choices, applying skills independently and engaging purposefully in their learning. • Overall, the school has made very good progress towards achieving this target. Guided play is now a well-established feature of classroom practice, learning environments effectively promote independence, and staff are increasingly skilled in using observations and pupil interests to shape learning experiences. The next stage of development will be to continue refining guided play practices and further strengthen pupils' ability to independently apply learning strategies across all areas of the curriculum.
To improve pupils' ability to communicate effectively by embedding oracy across the curriculum and creating opportunities for purposeful talk.	• Progress has been made towards this target during the academic year, although overall development was slower than originally anticipated due to delays in accessing specialist oracy training. Despite this, several important foundations have been established that will support further development in the coming year. • A key strength has been the increased opportunities for purposeful talk across the school. Weekly 'Show and Tell' sessions were introduced, providing pupils with regular opportunities to present to an audience, listen actively to others and ask purposeful questions. These sessions have been highly successful, with pupils demonstrating enthusiasm, confidence and engagement when sharing their interests and experiences. In addition, staff have

	continued to embed collaborative learning approaches through Kagan structures, creating more opportunities for discussion, partner work and active listening within lessons. • Early assessment processes have also been developed to support the monitoring of pupils' oracy skills. Following updated Talk for Writing training, baseline assessments of oral storytelling were trialled in Nursery and Reception, providing a starting point from which progress can be measured. Furthermore, pupil progress meetings now routinely include discussions regarding speaking, listening and language development, ensuring that pupils requiring additional support are identified and monitored effectively. • During the Spring and Summer Terms, BW attended and successfully completed the CSC Developing Oracy programme. Learning from this training has begun to be shared with staff, with many of the strategies complementing the Kagan approaches already established within the school. Discussions were also initiated with Coedylan Primary School regarding the development of shared assessment approaches for oracy, helping to strengthen consistency and progression. • Work has also commenced on strengthening curriculum planning to support communication skills. The development of a literacy genre map has helped to ensure progression and coverage across literacy, while future plans have been identified to strengthen the oracy element within literacy expectations. This will support clearer progression in speaking and listening skills and further strengthen the connection between oracy, reading and writing outcomes. • Although progress towards the target has been more limited than hoped due to the delayed training programme, the year has established important foundations for future development. Staff awareness and understanding of effective oracy practice have increased, opportunities for purposeful talk have expanded, and systems for assessing and discussing pupils' communication skills are beginning to develop. As a result, this priority has appropriately been carried forward into the next School Development Plan, where a more structured implementation strategy, including explicit teaching approaches, assessment opportunities and progress tracking, will support the embedding of oracy across the curriculum and further improve pupils' communication skills.
To improve overall pupil attendance by implementing effective monitoring and support strategies, strengthening partnerships with families.	• Good progress has been made towards this target throughout the academic year, with a clear focus on developing robust attendance monitoring systems, strengthening engagement with families and adopting a more inclusive approach to attendance. Although attendance remained slightly below the school's aspirational target of 94%, the strategies implemented have resulted in a significant improvement in overall attendance and have established strong foundations for future development. • A key area of progress has been the development of staff knowledge and confidence in attendance procedures. CS attended Inclusive Attendance training and worked closely with cluster schools to develop consistent approaches to attendance monitoring, policy implementation and family engagement. Throughout the year, the school has embedded inclusive attendance principles, drawing on training, cluster collaboration and local authority guidance to enhance practice.

	- Monitoring and tracking systems have strengthened considerably. Staff have become increasingly confident in using Bromcom to analyse attendance data, identify trends and monitor pupils at risk of persistent absenteeism. Weekly reviews of attendance data, alongside focused discussions regarding pupils whose attendance falls below expected levels, have enabled concerns to be identified and addressed at an earlier stage. Attendance deep dives, targeted tracking and regular support discussions have ensured that vulnerable pupils receive appropriate intervention when needed. - Partnerships with families have remained central to the school's approach. Attendance conversations have increasingly focused on the number of school days missed rather than percentage figures alone, helping families better understand the impact of absence on learning. This supportive and informative approach has strengthened communication with parents and has contributed to more positive attitudes towards attendance. The school has prioritised early intervention and constructive engagement with families to address barriers to attendance wherever possible. - The school has also refined its approach to promoting attendance. In line with Inclusive Attendance principles, there has been less emphasis on frequent rewards and incentives and a greater focus on supportive relationships and positive attendance habits. Termly attendance certificates provided by the local authority have remained the school's primary form of recognition. - Despite these successes, challenges remain. The school has experienced an increase in requests for term-time holidays, with many families citing financial pressures and the significant cost difference between term-time and holiday-period travel. The school has maintained a consistent and transparent approach to authorising holidays, ensuring fairness and clarity for all families. - Overall attendance currently stands at 93.8%, compared with 92.2% in the previous academic year. This represents an improvement of 1.6 percentage points, demonstrating that the strategies implemented throughout the year have had a positive impact on attendance outcomes. - A significant achievement this year has been the school's successful attainment of the Inclusive Attendance Bronze Award. This recognises the progress made in embedding inclusive attendance approaches and strengthening systems for monitoring and supporting pupils and families. The school will continue to work closely with RCT and cluster schools during the next academic year to further develop its practice and work towards achieving the Inclusive Attendance Silver Award. - Overall, the school has made good progress towards this target. Improved attendance outcomes, stronger tracking systems, enhanced family engagement and the achievement of the Bronze Award demonstrate the positive impact of the work undertaken this year, providing a strong platform for continued improvement in 2026-2027.
To strengthen the strategic impact of the governing body by developing governors' understanding	Good progress has been made towards this target throughout the academic year. Following the resignation of several governors during the Autumn Term, significant effort was invested in recruiting new members to ensure that the Governing Body remained effective and representative. Through the proactive work of the Chair of Governors

of their roles and enhancing their engagement in school improvement.	and Headteacher, all vacancies were successfully filled, resulting in a fully constituted Governing Body by the end of the Autumn Term. • A strong focus was placed on supporting new governors to develop their understanding of their roles and responsibilities. All new governors received in-house induction training and were provided with access to key communication systems, including Hwb email accounts and the school's digital communication networks. This helped governors engage more effectively with school documentation and governance processes. A Governor Development Plan was also created to help identify training needs and support the ongoing development of governance across the school. • During the Spring Term, governors began to play a more active role in providing support and challenge. Discussions around the Headteacher's Report and School Development Plan provided opportunities for governors to engage with school priorities, ask questions and offer constructive feedback. Governors demonstrated increasing confidence in their ability to fulfil their strategic role and act as critical friends to the school. The Governing Body also identified training access as an area for further development to ensure governors can continue to strengthen their knowledge and skills. • A significant development during the Summer Term was the introduction of the Governors in Action Day. This proved highly successful in increasing governor engagement with the school's improvement priorities. Governors participated in a range of monitoring activities, including learning walks, book scrutinies, pupil voice activities and discussions with staff. These activities gave governors first-hand evidence of the impact of school improvement work and enabled them to see the School Development Plan in action across the school. • Feedback provided following the Governors in Action Day demonstrated that governors were increasingly able to identify strengths, recognise areas for further development and ask more informed questions about school performance and improvement priorities. This marked an important step in strengthening governors' strategic oversight and their contribution to the school's self-evaluation processes. Governors were able to comment confidently on improvements they had observed and began to develop a deeper understanding of their monitoring role. • The school has also explored ways to further improve communication and governance processes through the potential implementation of Microsoft Intune and SharePoint, which would provide a more secure and efficient platform for sharing documentation and supporting governor access to information. • Overall, good progress has been made towards this target. The Governing Body is now fully staffed, governors have received appropriate induction and support, and there is growing evidence of effective participation in school monitoring and self-evaluation activities. Governors are becoming increasingly confident in their strategic role and are beginning to provide more robust support and challenge. As this work is still in its early stages, the priority will continue into the next School Development Plan to further strengthen governors' strategic leadership, monitoring responsibilities and contribution to school improvement.
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SCHOOL DEVELOPMENT PLAN PRIORITIES 2026/27

Priority	Key Actions	Support
1. Curriculum Design, Progression and Assessment: To further develop and refine the school's curriculum design to ensure progressive planning, teaching and assessment of knowledge, skills and experiences across all Areas of Learning and Experience (AoLEs).	• Review, develop and implement a whole-school curriculum map and progression framework across all AoLEs, ensuring clear progression in pupils' knowledge, skills and experiences throughout the three-year cycle. • Establish a consistent approach to curriculum planning and implementation across the school, ensuring staff have a shared understanding of progression expectations and curriculum design principles. • Develop and embed robust assessment and tracking systems across all AoLEs to monitor learner progress and support effective evaluation of attainment and progression. • Strengthen the use of assessment information at classroom, leadership and whole-school level to inform planning, identify next steps in learning and drive continuous improvement.	• CSC
2. Embedding the Cross-Cutting Themes and Integral Skills To embed the Cross-Cutting Themes and Integral Skills throughout the curriculum, ensuring meaningful progression and authentic learning experiences for all pupils.	• Audit and evaluate current provision for the Cross-Cutting Themes and Integral Skills to identify strengths, gaps and opportunities for further development across the curriculum. • Develop and implement whole-school progression frameworks and shared expectations for the Cross-Cutting Themes and Integral Skills, ensuring consistency across all year groups. • Embed the Cross-Cutting Themes and Integral Skills within curriculum planning, teaching and learning, ensuring opportunities for their explicit development within meaningful local, national and international contexts. • Develop assessment approaches that enable staff to monitor and evaluate learners' understanding and application of the Cross-Cutting Themes and Integral Skills through authentic and interdisciplinary learning experiences.	• CSC
3. Developing Oracy to Support Literacy and Reading To develop a consistent whole-school approach to oracy that strengthens speaking, listening, reading and wider literacy outcomes.	• Develop and embed a shared whole-school understanding of effective oracy pedagogy, ensuring speaking and listening skills are valued, taught and developed across all year groups. • Establish clear progression pathways and assessment procedures for oracy, enabling staff to plan for, monitor and evaluate pupils' development in speaking and listening. • Increase opportunities for purposeful and structured classroom talk through the use of high-quality discussion, collaborative learning and dialogic teaching approaches.	• CSC • Cluster Schools

	Strengthen the use of oracy to support reading comprehension, language development and learner engagement, and monitor its impact on literacy outcomes across the school.	
4. Developing Leadership Capacity and Effective Governance To strengthen leadership and governance at all levels to effectively evaluate, challenge and drive school improvement.	- Develop leadership capacity across the school by providing opportunities for staff at all levels to lead, contribute to and evaluate school improvement initiatives. - Strengthen leaders' skills in monitoring, evaluation and improvement planning, ensuring they confidently use evidence to identify strengths, areas for development and priorities for action. - Enhance governors' understanding of curriculum development, school priorities and their strategic responsibilities through targeted training and engagement activities. - Increase the involvement of leaders and governors in monitoring and evaluation activities, ensuring first-hand evidence is used effectively to inform strategic decision-making, self-evaluation and future improvement planning.	- Governor Support (Training) - CSC - Dysgu