

OVERVIEW / SUMMARY OF OUR



School Development Plan :

2023-2026

To be published on the school's website

Our School Development Plan

Each academic year, we create our School Development Plan (SDP). This is a plan which identifies the areas we will be working on as a school over the academic year.

As of September 2022, all governing bodies must take account of the following national priorities in setting their improvement priorities:

- ✓ improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience
- ✓ reducing the impact of poverty on pupils' progression and attainment

Our SDP is broken down into priorities which have been identified from a range of sources including self-evaluation; data analysis; feedback from external sources and internal monitoring. The plan is written in collaboration with staff, governors, children and parents. For each priority, a number of actions are planned to take place throughout the year. It is a working document, and although there won't be major changes to the plan, as we put the children at the heart of everything we do, changes may take place to ensure the plan is responsive to the needs of our pupils.

To help increase confidence in, and commitment to the school and its development plan, the school will publish this summary copy on its website. This summary includes :

1. a high-level summary of the school's self-evaluation, communicating the school's main strengths and areas for development;
2. high-level improvement priorities for the current year, planned actions to achieve those priorities; and relevant milestones;
*include external support the school will access to help it achieve its improvement priorities during the current academic year (including support provided or brokered by regional consortia) and
3. a report on progress against the previous year's priorities

In this way, parents, carers, and learners will be able to access standardised information that is available for all schools. This will support transparency by providing parents and carers, as well as the wider community, with regular, consistent information about the school and its development.

*The above is aligned with the expectations set out in the Guidance and information on school improvement and the new framework for evaluation, improvement and accountability.

Section 1 : A high-level summary of the school's self-evaluation, communicating the school's main strengths and areas for development

3 overarching areas for self evaluation :	What are we proud of here at Ysgol Things the school does well. Features and/or activities that are unique/innovative to the school. Aspects we want to share and celebrate.	What could we better at here at Ysgol *** Areas where the school could be working much more effectively, or things the school could be doing better.
Vision and Leadership :	<p>1. Strategic Vision</p> <ul style="list-style-type: none"> The headteacher has a strong and highly appropriate vision for the school, focusing on ensuring the best possible education for pupils despite their personal challenges. The school's commitment to continuous improvement is evident, with high expectations for themselves and others. School leaders at all levels engage in strategic planning, carefully considering the impact of their actions on pupils. <p>2. Leadership Across the Whole School (Including Governance)</p> <ul style="list-style-type: none"> The school successfully invests in developing future leaders. The headteacher distributes responsibilities wisely and holds staff accountable. Middle and senior leaders have a strong understanding of their areas, identifying strengths and areas for improvement strategically. The governing body plays an active role, fulfilling statutory duties and acting as valuable critical friends through informed evaluation. <p>3. Effectiveness of Self-Evaluation and Improvement Processes</p> <ul style="list-style-type: none"> The school has well-embedded and highly effective self-evaluation systems that involve a broad range of stakeholders in honest and productive discussions. These processes gather first-hand data and analytical insights, leading to sharp, informative reports that guide school development. The school prioritises key national priorities in self-evaluation while considering the wider provision. <p>4. Commitment to a Learning Organisation and Professional Development</p> <ul style="list-style-type: none"> The school ensures that all staff engage in professional development. A broad range of professional learning opportunities is provided, including courses, best practice visits, internal knowledge-sharing, and is developing valuable internal research. 	<ul style="list-style-type: none"> As a focus of an SLO project, enhance provision to meet vulnerable pupils needs by tackling the impact of poverty on learners attainment. Strengthen performance management processes for support staff.

	<ul style="list-style-type: none"> As a result, staff skills continuously develop, maintaining effective provision for most learners. 	
Curriculum, Learning and Teaching:	<ul style="list-style-type: none"> Nearly all pupils make strong progress from their particularly low starting point. In the Foundation Learning, the language and communication skills that the pupils develop is a strength. Progress is equally effective within all groups of learners. Numeracy skills develop effectively, and staff provide a creative and engaging opportunities for pupils to apply these skills across the curriculum. The classroom environment across the school has been developed effectively supporting pupils to become independent and engaged learners. Pupils are given a range of opportunities to apply cross-curricular skills purposefully within the curriculum. The school enriches the curriculum well through the use of external providers and visits to purposeful destinations. All staff have a good understanding of pupils strengths and areas for development and adapt the provision effectively to meet their needs. The school provides a broad and balanced curriculum. In the Foundation Learning, the external learning environment has been developed effectively and engages learners well. Despite pupils having underdeveloped Welsh oracy skills, the school has robust and effective strategies for developing Welsh grammar and vocabulary. <p>The school has clear processes for developing extended writing which is applied effectively and consistently across the school.</p>	<ul style="list-style-type: none"> To continue to further develop an authentic and inquiry-based curriculum, to promote the best progress for all learners. To develop pedagogy in maths to ensure consistent use of CPA methods across the school to enhance pupils conceptual understanding To continue to improve the older pupils' comprehension and higher order reading skills in both languages and their enjoyment of reading. To continue to improve data literacy. <p>Strengthen international languages in school.</p>
Wellbeing, Equity and Inclusion :	<ul style="list-style-type: none"> There is a welcoming and friendly atmosphere within the school which has been recognised by visitors. There is a strong relationship between staff and its pupils. The school has completed its safeguarding self-evaluation and identified appropriate actions. The headteacher collaborates with the buildings department to address deficiencies and risks, implementing risk assessments to manage situations effectively (e.g. staff supervising the rear wall slope). Staff and nearly all pupils feel safe at school. Safeguarding practices remain strong and effective, with no concerns raised. The school has made good progress in establishing a whole-school approach to mental health and well-being. 	<ul style="list-style-type: none"> Further improve the recent strong progress in the schools attendance levels.

	<ul style="list-style-type: none"> • The school has conducted an honest self-evaluation and is working with healthy schools’ officers to further improve provision. • Various questionnaires and relevant commercial resources are used wisely to shape well-being support. • There is a strong focus on everyone’s well-being, with leaders avoiding unnecessary pressure on staff. • Staff recognise the challenges of working in a high-deprivation area and support each other effectively. • The school has a robust system for identifying and supporting vulnerable pupils through its Vulnerability Assessment Profile (VAP) and provides targeted interventions. • The school collaborates successfully on initiatives such as Big Box Food and the cnoi cul project and works purposefully with a variety of organisations to support families in need, e.g. Flying Start, Cook 24, Team Around the Family & CYCA. • The school works well with its families and identifies their needs and adapts its conversations to meet the needs of their families. • The school collaborates with businesses to support the basic needs of families e.g. washing machine, beds etc. • The school has developed a graduated inclusive system where ALN is recognised as everybody’s business. • Wellbeing is central the schools work and provision and uses effective different methods to support learners’ wellbeing. • The school has robust systems for challenging poor attendance which has impacted effectively over the past academic year. 	
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Section 2 : High level School Development Plan priorities: 2025-2026



Priority 1 : Provide challenge for all pupils by improving teaching and giving consistent and effective feedback.



Priority 2 : Continue to improve pupils' attitudes towards speaking Welsh.



Priority 3 : Improve pupils' extended writing skills.



Priority 4 : To embed assessment systems effectively for planning and reflecting on the progress of individuals and groups in order to inform the school's provision.



Priority 5 : Continue with: As a focus of an SLO project, enhance provision to meet the needs of vulnerable pupils by addressing the impact of poverty on learners' attainment.



Section 2.1 planned actions to achieve the SDP priorities; and relevant milestones;

Priority 1 : Provide challenge for all pupils by improving teaching and giving consistent and effective feedback.			Priority 2 : Continue to improve pupils' attitudes towards speaking Welsh.		
Vision and leadership	Curriculum, learning and teaching	Well-being, equity and inclusion	Vision and leadership	Curriculum, learning and teaching	Well-being, equity and inclusion
<p>What we're going to do ...</p> <ul style="list-style-type: none"> • Partneriaeth training – Effective Feedback in partnership with Ysgol Llangunor • Review / Develop a whole-school policy for effective feedback – agree clear expectations for marking, oral feedback, and pupil response to feedback. • Strengthen teacher expectations and challenge – provide CPD on planning higher-order questioning, scaffolding, and extension tasks for more able learners. • Embed skilful questioning strategies – staff to trial new AFL strategies and share best practice in staff meetings. • Clarity in task explanation – teachers to model success criteria explicitly, use worked examples and encourage pupils to self-assess against criteria. • Consistency in feedback to pupils – introduce “feedback and improvement time” in lessons to ensure pupils act on advice immediately. • Strengthen and develop pupils’ self-reflection – train pupils to use success criteria, peer-assessment, and self-marking to identify next steps. • Focused monitoring of teaching and feedback – SLT and middle leaders to carry out half-termly book looks, learning walks, and provide developmental feedback. • Professional learning community – staff to share examples of effective feedback and challenging tasks during twilight sessions / staff meetings. • Governor involvement – governors to review samples of pupil work and scrutinise feedback quality during learning walks termly. 			<p>What we're going to do ...</p> <ul style="list-style-type: none"> • To increase pupils’ motivation, confidence, and aspiration to use Welsh beyond the classroom through exposure to young Welsh-speaking role models. • To increase pupils’ engagement with the Welsh language by providing regular opportunities to experience Welsh bands, theatre productions, and community events. • Language pattern of the week – record pupils sharing patterns and distribute to parents. • Oral session – pupils watch a television programme / listen to a radio broadcast of interest in Welsh and discuss (linked to oracy development). • PS3 Welsh news – pupils watch a weekly news programme in Welsh and discuss. • Playground rewards – continue weekly system (language tokens/lollies) for the use of Welsh outside the classroom. • Teachers encourage pupils to repeat English sentences in Welsh to enhance vocabulary. • Idiom of the week – displayed and encouraged across the school. • Parent engagement – promote pride in the Welsh language through class assemblies, shows and parents meetings • Class oral assessments – create expected outcomes, identify weaknesses, evidence pupils progress. • Peer mentoring – use more able Y5/6 pupils to support younger pupils in Welsh play/activities. • Game design project – Y5/6 pupils design Welsh games and present to Y4 and below. 		

<p>What we'll see when we've done it...</p> <ul style="list-style-type: none"> • Teaching consistently moves at a pace that matches pupils' needs and maintains high engagement. • Expectations and levels of challenge are applied consistently across all classes. • Teachers use questioning that regularly deepens understanding and prompts recall of prior learning. • Task explanations are consistently clear, enabling pupils to work with confidence and independence. • Pupils demonstrate positive learning behaviours: attentive listening, relevant questioning, and pride in their work. • Feedback consistently identifies precise next steps and pupils act on it to improve their work. • Pupils can explain what they need to do to improve and show evidence of sustained progress over time. • Monitoring shows that professional development has led to greater consistency and improved outcomes across the school. 			<p>What we'll see when we've done it...</p> <ul style="list-style-type: none"> • Increased use of incidental Welsh during lessons and unstructured times. • More pupils initiate conversations in Welsh without prompting. • Pupils demonstrate wider range of sentence structures during class discussions. <p>Pupil voice surveys show greater confidence in discussing feelings in Welsh.</p>		
<p>Priority 3 : Improve pupils' extended writing skills.</p>			<p>Priority 4 : To embed assessment systems effectively for planning and reflecting on the progress of individuals and groups in order to inform the school's provision.</p>		
Vision and leadership	Curriculum, learning and teaching	Well-being, equity and inclusion	Vision and leadership	Curriculum, learning and teaching	Well-being, equity and inclusion
<p>What we're going to do ...</p> <ul style="list-style-type: none"> • Review and strengthen mapping of genres – identify where extended writing occurs across the curriculum. • Review samples of pupils' written work across year groups and subjects. Identify recurring issues (e.g., weak vocabulary, limited sentence structure, spelling/grammar errors, lack of evidence to support ideas). • Highlight specific groups underperforming in writing (e.g., disadvantaged pupils, EAL learners, boys/girls). • Gather pupil voice on attitudes towards writing. • Consult staff about training needs. • Provide CPD on teaching writing effectively, with focus on modelling, scaffolding, and feedback. • Step 2: Action Plan (Activities & strategies to make improvement happen) 			<p>What we're going to do ...</p> <ul style="list-style-type: none"> • National tests – use results to monitor pupil attainment and inform intervention groups planning. • Ensure literacy assessment practices matches the robustness of numeracy and digital feedback through cross-curricular moderation. • Link staff appraisal objectives directly to the impact of assessment on pupils' day-to-day progress. • Complete input of baseline and current data in the new tracking system across all year groups to ensure accuracy. • Train all staff in interpreting and using the TYFU tracking system for classroom-level planning and targeted interventions. • Step 2: Action Plan (Activities & strategies to make improvement happen) • Use progress data and work scrutiny to evidence improvements in literacy, especially depth and accuracy in writing. 		

<ul style="list-style-type: none"> • Assess beginning & end of genres – use assessments to identify progress and next steps. • KS2 – Big Write strategies, independent writing – focus on punctuation, openings, comparisons, adjectives; encourage weekly independent writing. Launch a vocabulary development strategy (word of the week, subject-specific glossaries). • Aled Afal Intensive intervention – PS2/3 – targeted support for pupils needing additional writing practice; revisit strategies especially within year 3/4/5 • Ensure regular opportunities for extended writing in English/ Welsh and cross curricular activities. Writing shows clear evidence of planning, editing, and revising for depth. • Establish consistent spelling, punctuation and grammar teaching strategies across all year groups. Use assessment for learning (AfL) to track and target common SPaG errors. • Provide CPD on teaching writing effectively, with focus on modelling, scaffolding, and feedback. • Establish peer observations to share best practice across the federation. 	<ul style="list-style-type: none"> • Measure impact through: <ul style="list-style-type: none"> • % of pupils who can articulate their next steps. • Reduction in gaps between literacy and numeracy progress. • Evidence of feedback leading to measurable pupil improvement in books and assessments. • Use TYFU to develop ‘Pupil on a Page’ profile to clearly identify next steps and support focused pupil progress meetings. • Establish regular staff collaboration sessions to review data, identify trends, and plan interventions.
<p>What we'll see when we've done it...</p> <ul style="list-style-type: none"> • Moderation shows fewer variations in quality of extended writing between classes. • Writing samples show greater accuracy, organisation, and resilience in both languages. • Pupils produce longer, higher-quality pieces with effective editing and redrafting. • End-of-year assessments show parity between reading/oracy and extended writing. • Pupils confidently use ambitious vocabulary in context. • Pupils sustain focus and produce detailed written responses in all subjects. 	<p>What we'll see when we've done it...</p> <ul style="list-style-type: none"> • Evidence in planning and books shows assessment informing next steps in all classes. • Pupil surveys confirm they understand what they need to improve. • Pupils set personal learning targets and review them regularly with teachers. • Tracking shows sustained progress for individuals and groups over time. • A robust progress tracking system in collaboration with the external provider is fully implemented, ensuring accurate, consistent, and accessible monitoring of pupil progress. • A robust attendance tracking system in collaboration with the external provider is fully implemented, ensuring accurate, consistent, and accessible monitoring of pupil attendance across all year groups and cohorts by the end of the academic year. • Teachers have a secure understanding of writing expectations for each year group. • Marking and feedback consistently challenge pupils to improve accuracy and depth.

Priority 5 : Focus monitoring, evaluation and improvement strategies more sharply on improving pupils' learning and progress					
Vision and leadership	Curriculum, learning and teaching	Well-being, equity and inclusion			
<p>What we're going to do ...</p> <ul style="list-style-type: none"> • ADDS training- Effective research model • Teachers recognise an area for development • Teachers share their areas for development with staff and justify their project. • Staff turn the area into an actions research question. • Staff research various sources of information to develop personal understanding of what pedagogical strategies can support in improving progress and outcomes for vulnerable pupils in the classes. • Staff produce a specific action plan to address the area require to develop • Teachers to trial within the classroom / collect evidence / evaluate • Staff collate data and information to judge progress against the area for development. • Staff share the findings of their research questions with all practitioners in the school in a staff meeting highlighting effective practices gleaned and areas that require further development. Present findings in research on a page document. • Agree as a school the pedagogical practices to be adopted and implemented across classes. • Cluster NPEP research project – How using multi-step problem solving strategies raises learners' confidence in dealing with numerical problems. 					
<p>What we'll see when we've done it...</p> <ul style="list-style-type: none"> • Staff have been trained in developing the school as a learning organisation and action researchers • Pedagogical strategies have been developed to ensure nearly all pupils, including those in vulnerable groups make strong progress. • When test data shows a larger increase in the average standardised scores for each test. • Staff are reflective practitioners who know how to conduct effective action research project effectively. • Staff have disseminated the outcomes of their research projects, and it has effective impact on learners across the school. • Impact on learners has been proven. 					