



Our Vision Statement

Be the best you can be.

School Development Plan - Summary 2025 – 2026

School Development Priorities 2025 – 2026	
Priority 1	Consistently provide an appropriate level of challenge for more able pupils.
Priority 2	Improve opportunities for pupils to influence school life and their learning.
Priority 3	DCF develop staff knowledge and pupil skills within strands of a) Producing 3.1 – planning/sourcing + searching b) Data+Computational 4.1 - problem solving + modelling.
Priority 4	To improve the attendance and wellbeing of all learners by refining current processes in order to make a positive impact on outcomes.

Sub priorities:

LLC - Improve pupils' standards in Welsh as a second language

LLC – Develop oracy –

LLC - Reduce reading differentials

For pupils and staff 'to be the best they can be' to give our absolute all to ensure we be the best we can be to support the challenges of the high levels of need and vulnerability within our school community – as the context below illustrates.

Contextual Information 2025 - 2026 – 26.09.25:

- We serve wonderful children and families in our community
- Our Ystrad Ward has many challenges and we relentlessly strive to make a difference and help in any way we can
- Our area , when ‘mapped’ by the Welsh Index of Multiple Deprivation in March 2024 stated that the following % of pupils in our school (we had 82 pupils then) live in the following:
 - 42 lived in the top 10% most deprived areas – (51.2% of the school)
 - 3 lived in the 10%-20% most deprived (3.7% of the school)
 - 7 in the 20%-30% most deprived (8.5% of the school)
 - 30 in the 30%-40% most deprived (36.6% of the school)

Local Insight – (localinsight.org) data:

- 27% of families have no car
 - In all key unemployment indicators Ystrad was higher than the average in RCT + Wales
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- Sep 25 Pupil Number 73 – 68 M/S + 5 in LSC Class (Social Emotional and Behavioural Difficulties).
 - Sep 25 currently FSM 36/73 is 49.3% - the 3 year average for the percentage of pupils eligible for free school meals (e-FSM) is 46.5%.
FSM Classes - Cubs – 10/20 - 50%, Wiwer – 8/22 – 36.3%, Gwdihw – 13/26 – 50%, Llwynog – 5/5 100%
 - Sep 25 - 7/73 – 9.6% of school have IDPS 2 mainstream pupils are identified as ALN with a school based IDP 5 SEBD Class pupils with LA IDP
Highly likely that 7 pupils will transfer from SEN to ALN with a school based IDP this academic year 2025-2026.
 - Sep 25 – Around half of our pupils here are SEN/ALN (Stage 2 or above) - they are receiving an intervention + adaptations, some of these are having support from Services i.e. Learning Support, Neuro, CAMHS, Behaviour Support, Hearing Impairment, Occupational Therapy, Speech and Language, Educational Psychology Service.
 - We have a wonderful mixture of cultures in our beautiful school

Ethnicity	White	Mixed Background	Asian or Asian British	African	Chinese or Chinese British	Other Ethnic Groups
	65 – 90.3%	0	1 – 1%	7 – 8.3%	0	0

Priority 1: Consistently provide an appropriate level of challenge for more able pupils

Self-Evaluation Rationale:

Estyn inspection identified inconsistent challenge for more able pupils. The school recognises the need to improve differentiation, deepen staff understanding of teaching models, and promote learner independence. This plan integrates professional learning and school-based research to address these areas.

Success Criteria / Actions

- By the end of the improvement period, teaching quality will be consistently high across all subjects, with teachers setting challenging and engaging activities that promote sustained engagement and deep learning.
- Teachers will have high expectations for all pupils, ensuring that all learners—particularly those from low-income households and those with Additional Learning Needs (ALN)—are appropriately challenged.
- Learner independence and engagement increase within and across progression steps.
- To support this, teachers will engage in regular professional learning focused on high expectations, differentiation, and evidence-based teaching strategies, ensuring they are well-equipped to meet the diverse needs of all pupils.
- Research findings inform future teaching and learning strategies.
- As a result, pupils will demonstrate measurable and sustained progress in literacy, numeracy, and other key areas of the curriculum. This progress will reflect a culture of high expectations and well-matched challenges, leading to deep, long-term learning that supports pupils in achieving their full potential.
- INSET (02.09.25)– CSC + CTs develop / discuss – understanding of what is at the heart of challenging learners. Create a plan / timescales.
- Exploring + developing strong links between developing learner independence and effectiveness, metacognition and self-regulation and also discussed the importance of positive attitudes to learning so that when learners are appropriately challenged they can develop and deepen their knowledge of the planned learning, strategies and of themselves as learners.
- CSC Prof Learning support for staff has started and will be continued with a 3-day PL programme on the supporting R1 and R2 with a focus on challenge and metacognition. (Title: “Engaging in School based research to develop independence and pupil effectiveness”).
- Engage+respond to CSC network/collaboration “Engaging in School based research to develop independence and pupil effectiveness” 10.25-04.26)
- Develop staff leadership skills in facilitating the professional learning with school staff.
- To develop leadership at all levels through pupil voice initiatives and extracurricular clubs, empowering pupils to take an active role in shaping their learning and contributing to school improvement.
- Extend pupil voice groups. Every pupil Y1 – Y6 to be in a Pupil Voice Group – Senedd, ECO, Criw Cymraeg, Funtime Group, Diversity Group.

Priority 2 Improve opportunities for pupils to influence school life and their learning.

Self-Evaluation Rationale:

A recent Estyn inspection highlighted limited opportunities for pupils to shape their learning and contribute meaningfully to school life. The school recognises the need to strengthen pupil voice, embed co-construction in learning, and promote active participation in decision-making. This will be achieved through staff development, learner effectiveness, structured pupil leadership (and leadership groups), and curriculum innovation.

Success Criteria / Actions:

- Pupils regularly contribute to decisions about their learning and school life.
- Staff embed co-construction and pupil-led learning strategies.
- Pupil leadership roles are active and impactful.
- To develop leadership at all levels through pupil voice initiatives and extracurricular clubs, empowering pupils to take an active role in shaping their learning and contributing to school improvement.
- Every pupil Y1 – Y6 to be in a Pupil Voice Group – Senedd, ECO, Criw Cymraeg, Funtime Group, Diversity Group. Extend pupil voice groups. Increased pupil engagement and ownership of learning.
- Positive feedback from pupils, staff, and Estyn follow-up. Actions
- INSET (02.09.25)– CSC + CTs develop / discuss – understanding of what is at the heart of challenging learners. Create a plan / timescales + professional learning outline.
- Exploring + developing strong links between developing learner independence and effectiveness, metacognition and self-regulation and also discussed the importance of positive attitudes to learning so that when learners are appropriately challenged they can develop and deepen their knowledge of the planned learning, strategies and of themselves as learners.
- CSC Prof Learning support for staff has started and will be continued with a 3-day PL programme on the supporting R1 and R2 with a focus on challenge and metacognition. (Title: “Engaging in School based research to develop independence and pupil effectiveness”).
- Engage and respond to the CSC network/collaboration “Engaging in School based research to develop independence and pupil effectiveness” (Oct, Nov and March).
- Develop staff leadership skills in facilitating the professional learning with school staff.

Priority 3: DCF develop staff knowledge and pupil skills within strands of a) Producing 3.1 – planning/sourcing + searching b) Data+Computational 4.1 - problem solving + modelling.

Self-Evaluation Rationale:

As a result of Cluster leads attending training and workshops with Estyn focused on transition, as a cluster we audited our current provision for transition with stakeholders including parents and created a new 3-year transition plan with a clear focus on cross curricular skills. We see this skills progression as being the driver for progression particularly between years 6 and 7.

During last academic year, DCF leads worked alongside James Prothero to promote a Hwb First approach to the teaching of DCF. An audit tool used at the start of the project identified many gaps in teacher confidence and proficiency to deliver elements of the DCF. The cluster project, recently showcased at the Digital Showcase event held at USW addressed some of these areas. The evaluation of this project showed that the project was just the first step in building teacher confidence and improving the consistency of provision and pedagogy to impact on learner outcomes and progression for all. As a result, the first year of our transition plan is focused on DCF.

Following Cluster evaluation of 2024 – 25 Cluster Transition Plan + audit of DCF Skills across the cluster (09.25), it was evident that there was a significant confidence + skills gap in the above areas within our school priority. Cluster put forward a Collaboration plan to LA, which targets the development of the DCF throughout our schools particularly the above 2 strands (3.1 and 4.1). These 2 areas will be developed and targeted over the school year – with particular focus during the Autumn and Spring terms 2025 26.

Success Criteria / Actions:

- To identify gaps in DCF provision in school
- All leaders will have a clear overview of DCF provision within their school and across the cluster
- All practitioners within the school will have consistent expectations aligned to Cluster
- To identify and share good practice within and beyond school
- Review and refine the cluster progression map
- DCF Lead and school leadership team will be able to use the progression map as a monitoring tool
- The cluster will have secure progression within and across schools and between primary and secondary schools.
- Nearly all staff will improve their pedagogy to deliver DCF
- Most learners will have improved outcomes in DCF as the direct impact of improved provision

Priority 4: To improve the attendance and wellbeing of all learners by refining current processes in order to make a positive impact on outcomes.

Self-Evaluation Rationale:

Whilst our school has had improved + increasing attendance each year since 2020 and have robust procedures to promote and monitor attendance and punctuality – attendance is a national priority and we seek to improve in reducing persistent absence. Leaders and staff will continue to set high expectations and reinforce the importance of regular attendance. We will continue to relentlessly challenge attendance. We will continue to provide targeted support to pupils and families with low attendance, and our rigorous and relentless approach that has led to sustained improvements, significantly reducing persistent absenteeism over time – but we want to reduce this even further.

Success Criteria / Actions:

- Improved attendance whole school against 24 25 (90.5%)
- School Attendance Target 90.8%
- Reduce number of persistent absence against 24 25
- Improved attendance of eFSM learners against 24 25
- Improved attendance of Rainbow + AWS attendance groups
- Affect % of SEBD pupils attending Mondays in mainstream
- Ensure improved attendance 'Hard to Reach' parents/carers are challenged and supported too
- Rainbow provision shows progress of nearly all learners from 'THRIVE' baseline
- Refine / review universal provisions responsive and provides a calm, purposeful and safe place to teach and to learn within
- Community Focused Schools - 'no cost' extra- curricular participation for learners from all Progression Steps – cost of school day paramount in all decisions around enrichment + opportunity for pupils and their parents/carers
- Community Focused Schools - 'Big Bocs Bwyd' project increases community engagement + active parent/carers engagement affording opportunity, sense of belonging and food on a pay as you feel basis
- Community Focused Schools - FEO provides opportunities to seek + provide 'no cost' associative projects increases parent/carers engagement
- Community Focused Schools - 'Parents + Friends' partnership flourishes to provide fund raising / community events for pupil enrichment/opps
- The well-being of pupils underpins their achievement and progress successfully
- School Garden maintained and available for use – using the 'outdoor classroom'

Name: (Headteacher)	Mr S Howells
Name: (Chair of Governors)	Mrs L Llewellyn
COMPLETION DATE:	26.09.25