



School Development Plan (SDP) – 2025/2026

The School Development Plan (or School Improvement Plan) sets out the Priorities that the school is working on over the coming year.

Please find below the priorities for this year and some of the actions planned to begin achieving these.

Priority 1	To develop pupils' independence and strengthen their voice within the school so they take greater ownership and engage more actively in their learning.
What are we going to do?	
<p>As a school, we recognise the importance of pupils developing independence in their learning. From our monitoring activities, we identified this as a priority in the Spring Term last year, and it remains an ongoing focus to ensure it becomes fully embedded in our practice. We also understand that pupils should have a strong voice in shaping how the school works for them. Therefore, an essential part of fostering independence is ensuring that pupils' views are actively heard and valued.</p>	
<p>Actions include:</p> <ul style="list-style-type: none"> ★ Increased Pupil Participation: Pupils take an active role in lessons through questioning, leading discussions, peer teaching, self-assessment, and personal goal setting. ★ Development of Independent Learning: Pupils work effectively without constant teacher direction, applying problem-solving strategies, managing time well, and engaging in tasks suited to their learning styles through UDL approaches. ★ Strengthened Pupil Voice: An active school council and other feedback channels ensure pupils contribute meaningfully to school decisions and improvement planning. ★ Positive Learning Attitudes: Pupils show pride and ownership in learning, with improved attendance, higher engagement, and reduced low-level disruption. ★ Collaborative Learning Culture: Teachers and pupils co-create success criteria, outcomes, and rules, with pupils leading activities and mentoring peers. ★ Extended Learning Beyond School: Teachers use pupil feedback to adapt lessons, and provide more opportunities and digital resources for learning at home, engaging parents in the process. 	

Priority 2	To further develop consistent, whole-school approaches that foster a positive, inclusive, and respectful learning environment.
What are we going to do?	
<p>As a school, we have been actively strengthening our trauma-informed practices and deepening our understanding of Adverse Childhood Experiences (ACEs) to better support pupil wellbeing. However, feedback from our previous SDP highlighted that several staff members still feel uncertain about managing challenging behaviours within this framework. To address this, we must review and implement a clear, consistent, school-wide approach to behaviour management—one that builds staff confidence and ensures a unified response across all settings.</p>	
<p>Actions include:</p> <ul style="list-style-type: none"> ★ Policy and Practice Alignment: All staff apply agreed behaviour, inclusion, and wellbeing policies consistently, with updated policies reflecting inclusive, respectful approaches shared with staff, pupils, and parents. ★ Staff Training and Development: Regular professional development enhances inclusive practice, cultural responsiveness, and positive behaviour support, with increased staff confidence and consistency evidenced through feedback and observations. ★ Pupil Voice and Inclusion: Pupils feel safe and have a strong sense of belonging, with effective mechanisms (e.g., Pupil Voice Groups) in place to gather and act on their feedback. ★ Behaviour and Attendance: Behaviour incidents and exclusions decrease, while attendance and engagement improve across all pupil groups, including persistent absentees. ★ Environment and Culture: Learning spaces reflect respect, diversity, and inclusion, with improved school climate reported by staff, pupils, and visitors. ★ Whole-School Participation: Inclusive, respectful practices are evident in all classes, with growing pupil empathy and strong parental involvement in behaviour expectations and engagement activities. 	

Priority 3	To further develop pupils' digital skills across the curriculum, ensuring pupils are digitally literate, confident, and safe users of technology.
What are we going to do?	
<p>Monitoring activities have highlighted inconsistencies in the range of digital skills developed across the school, with most classes relying heavily on word processing and presentation software, limiting pupils' exposure to broader digital tools such as animation, graphing, editing, coding, and algorithms. Staff feedback from the Skills Audit shows that half of respondents would benefit from training in using a wider range of technology to enhance the curriculum, while pupil surveys reveal a desire for more hands-on opportunities, such as coding and robotics, to apply digital skills. Increasing access to mobile technology at home has brought more online-related issues, particularly among older pupils, and parents often require support in keeping up with technological changes. Developing strong digital skills is seen as essential in addressing inequalities, especially for pupils with limited technology access at home, and will be a focus in light of the ongoing DCF review to ensure gaps in provision are addressed. The school is also beginning to explore the use of AI in the classroom, in line with recent ESTYN guidance, and analysis of the 360 Safe audit has identified further improvement areas. As part of efforts to foster greater pupil independence, technology and digital competence will play a central role moving forward.</p> <p>Actions include:</p> <ul style="list-style-type: none"> ★ Curriculum Integration: Digital skills are embedded across all Areas of Learning and Experience, with each class including enriched digital learning objectives linked to theme overviews. ★ Pupil Digital Literacy: Pupils show age-appropriate proficiency in a range of tools, with improved competency evidenced through assessments and digital portfolios. ★ Online Safety and Digital Citizenship: Pupils understand safe online practices, Digital Leaders promote e-safety, and progress is shown in the 360 Safe tool. ★ Confidence with Technology: At least 80% of pupils feel confident using technology, applying it independently for research, collaboration, and creative tasks. ★ Teacher Training and Confidence: All staff receive CPD on digital tools and safeguarding, with surveys showing improved confidence and regular use in lessons. ★ Digital Skills Progression and Parental Engagement: A DCF-based progression framework tracks pupil development, while parents engage in annual sessions on digital literacy and online safety, reporting increased confidence. 	

Priority 4	To ensure that pupils develop their Welsh language skills progressively, with increasing confidence and competence across all year group
What are we going to do?	
<p>Over the past year, our school has prioritised upskilling staff in Welsh language competence, resulting in a significant increase in practitioner confidence and readiness to deliver the language effectively. Monitoring has shown that while progress has been made, Welsh is still not used consistently or actively promoted in classrooms, limiting pupils' daily exposure and practice. Learner voice activities reveal that pupil confidence and competence, particularly in younger year groups, remain inconsistent, with stronger skills observed mainly in older classes. Daily Welsh sessions have also been too infrequent, reducing opportunities for sustained progression. Moving forward, the focus will be on embedding the new CSCJES Continuum of language patterns into classroom practice, ensuring Welsh is used purposefully and regularly across all learning environments to enhance pupil engagement and attainment.</p> <p>Actions include:</p> <ul style="list-style-type: none"> ★ Progression Across Year Groups: Pupils show measurable improvement in speaking, listening, reading, and writing in Welsh, supported by consistent use of the CSCJES Continuum and evidenced through assessment data. ★ Increased Pupil Confidence: Learners demonstrate greater willingness to use Welsh spontaneously, with pupil voice indicating positive attitudes and improved responses in monitoring activities. ★ Consistent Language Opportunities: Welsh is embedded across the curriculum and daily routines, supported by staff modelling and daily sessions that build vocabulary and fluency. ★ Staff Development and Consistency: All staff receive targeted training, enabling confident delivery of Welsh and consistent teaching approaches in line with the CSCJES Continuum. ★ Monitoring and Evaluation: Regular observations, book scrutiny, and learner discussions track improvements, with action plans adapted to sustain progress. ★ Bilingual School Environment: The school increasingly fosters a bilingual culture, encouraging natural use of Welsh in both formal and informal settings. 	