



School Development Plan (SDP) – 2026/2027

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 further develop pupils' depth of understanding and mastery in numeracy and mathematics.
What are we going to do?	
As a school, we recognise the importance of developing pupils' depth of understanding and mastery in numeracy and mathematics. We want pupils to develop secure mathematical knowledge, understand the concepts behind the methods they use, and apply their learning confidently in a range of contexts. Our aim is for pupils to become increasingly fluent, resilient and independent mathematicians who can reason, problem-solve and make connections between different areas of mathematics. Through our monitoring and assessment activities, we have identified the continued development of mathematical mastery as a key priority. We recognise the importance of ensuring consistency in teaching approaches, curriculum progression and expectations across both schools, while also responding effectively to the needs of individual pupils. Actions include: ★ Develop a Leadership Role Across Both Schools: Strengthen mathematics leadership across the federation to ensure a consistent focus on mastery, progression and high expectations. Leaders will work collaboratively to monitor provision, identify areas for development, share effective practice and evaluate the impact of improvements on pupil outcomes. ★ Review the Current Curriculum Offer: Review the mathematics curriculum to ensure that knowledge and skills are carefully sequenced, allowing pupils sufficient opportunities to develop fluency, reasoning and problem-solving skills. The review will identify gaps, repetition and opportunities for greater depth, ensuring that pupils build securely on prior learning. ★ Relevant CPD for Staff: Provide targeted professional development to strengthen teachers' subject knowledge and confidence in delivering mastery-based mathematics. CPD will focus on areas such as mathematical reasoning, questioning, representation and variation, identifying misconceptions, effective use of manipulatives, problem-solving and providing appropriate challenge. ★ Develop Mathematical Reasoning: Increase opportunities for pupils to explain their mathematical thinking, justify their answers, make connections and use appropriate mathematical vocabulary, moving beyond simply finding the correct answer. ★ Strengthen Problem-Solving: Provide regular opportunities for pupils to apply their mathematical knowledge to unfamiliar and increasingly complex problems, encouraging them to select appropriate strategies and persevere when solutions are not immediately obvious. ★ Address Misconceptions and Gaps: Use assessment effectively to identify misconceptions and gaps in learning at an early stage, ensuring that teaching responds to these needs and pupils are supported to develop secure foundations.	

- ★ **Increase Depth and Challenge:** Ensure that pupils have regular opportunities to demonstrate greater depth of understanding through reasoning, problem-solving and applying concepts in different contexts, rather than simply moving on to new content.
- ★ **Develop Pupil Independence:** Encourage pupils to select appropriate strategies, use mathematical resources effectively, explain their thinking and evaluate their own learning, supporting them to become confident and independent mathematicians.
- ★ **Monitor Impact:** Use lesson observations, book looks, pupil voice, assessment information and moderation to evaluate the impact of actions and ensure that improvements in mathematical understanding and mastery are becoming embedded across both schools.

Priority 2	To establish a cohesive new leadership team with a shared vision, consistent practices and a clear focus on school improvement.
What are we going to do?	
As a school, we recognise the importance of establishing a strong, cohesive leadership team with a shared vision and a clear understanding of our priorities for school improvement. As the leadership structure develops, it is essential that leaders work collaboratively, communicate effectively and have a shared understanding of expectations, roles and responsibilities across both schools. Our aim is to develop a leadership culture built on trust, collaboration and accountability, where leaders feel confident in their roles and are able to contribute effectively to whole-school improvement. We also recognise the importance of developing consistency in systems and practices, while ensuring that decisions remain responsive to the individual needs and contexts of each school. Actions include: ★ Develop Leadership Roles Across Both Schools: Establish clear roles, responsibilities and lines of accountability for all members of the leadership team. Leaders will have defined areas of responsibility and will work collaboratively to drive identified school improvement priorities. ★ Establish a Shared Vision: Develop a clear and shared vision for both schools, ensuring that leaders, staff and the wider school community understand our priorities, expectations and ambitions for pupils. ★ Strengthen Collaborative Leadership: Establish regular opportunities for leaders to work together, share expertise, evaluate provision and make joint decisions. This will support greater consistency and ensure that leadership capacity is used effectively across both schools. ★ Review and Strengthen Current Practices: Review existing systems, policies and procedures to identify where greater consistency is needed. Leaders will work together to establish clear, manageable and sustainable approaches that support effective teaching, learning and pupil outcomes. ★ Relevant CPD for Leaders: Provide targeted professional development to support leaders in developing their leadership skills, including monitoring and evaluation, effective communication, curriculum leadership, managing change, coaching and supporting staff development. ★ Develop a Culture of Accountability: Ensure that leaders have clear responsibilities and improvement objectives, with regular opportunities to review progress, evaluate impact and identify next steps. ★ Improve Communication: Establish clear and consistent communication channels across both schools so that staff understand key decisions, expectations and priorities, and feel informed and involved in the direction of school improvement.	

- ★ **Strengthen Monitoring and Evaluation:** Develop a consistent approach to monitoring across both schools, ensuring that leaders use evidence from pupil outcomes, learning walks, work scrutiny, pupil voice and staff feedback to identify strengths and areas for development.
- ★ **Build Leadership Capacity:** Identify opportunities for emerging and middle leaders to take greater ownership of specific areas of school improvement, supporting succession planning and creating a sustainable leadership structure.
- ★ **Evaluate Impact:** Regularly review the effectiveness of the new leadership structure and agreed approaches, using staff feedback, monitoring evidence and pupil outcomes to ensure that leadership actions are having a positive impact on school improvement.

Priority 3	To develop high quality outdoor learning and play environments that enhance pupil engagement, wellbeing and physical development.
What are we going to do?	
As a school, we recognise the importance of providing high-quality outdoor learning and play environments that support the development of the whole child. Outdoor spaces should provide pupils with opportunities to explore, be active, take appropriate risks, develop independence and creativity, and build positive relationships with others. Through our monitoring and evaluation activities, we have identified the development of our outdoor provision as an important area for improvement. We want to ensure that our outdoor spaces are purposeful, inclusive and engaging, providing a range of experiences that support pupils' physical, social, emotional and cognitive development. We also recognise the value of outdoor learning as an extension of the classroom, providing meaningful opportunities for pupils to apply and develop their learning in different environments. Actions include: ★ Develop Outdoor Provision: Review and improve existing outdoor spaces to ensure they provide a stimulating, safe and accessible range of opportunities for learning, exploration, physical activity and play. ★ Enhance Outdoor Learning: Increase opportunities for teachers to use outdoor environments to support curriculum learning across a range of subjects, including science, mathematics, literacy, art and geography. ★ Improve Quality of Play: Develop a range of open-ended resources and play opportunities that encourage creativity, imagination, problem-solving, cooperation and independent decision-making. ★ Promote Physical Development: Provide opportunities for pupils to develop gross and fine motor skills, coordination, balance, strength and spatial awareness through active outdoor play and structured activities. ★ Strengthen Pupil Voice: Involve pupils in the planning and development of outdoor areas, ensuring that their views, interests and ideas help to shape how spaces are used and improved. ★ Develop Staff Confidence: Provide relevant CPD and opportunities for staff to develop their understanding of effective outdoor learning, play-based approaches, risk-benefit assessment and how outdoor environments can enhance classroom learning. ★ Support Wellbeing: Ensure outdoor spaces provide opportunities for pupils to relax, regulate, socialise and develop positive relationships, supporting emotional wellbeing and mental health.	

- ★ **Promote Inclusion:** Ensure outdoor provision meets the needs of all pupils, including those with additional needs, by providing accessible spaces, appropriate resources and opportunities for different levels of participation.
- ★ **Encourage Independence:** Develop environments that allow pupils to make choices, manage resources, solve problems and take increasing ownership of their play and learning.
- ★ **Evaluate Impact:** Monitor the use and effectiveness of outdoor spaces through pupil voice, staff feedback, observations and engagement levels, using this information to identify further improvements and ensure that investment has a measurable impact on pupils.

Priority 4	To promote a strong Welsh language culture through consistent use and visibility across the school.
What are we going to do?	
As a school, we recognise the importance of promoting a strong Welsh language culture and creating an environment where Welsh is visible, valued and used naturally throughout school life. We want pupils to develop a positive attitude towards the Welsh language and understand its importance as part of their identity, culture and community. Through our monitoring and evaluation activities, we have identified the need to further develop the consistency and frequency with which Welsh is used across the school. Our aim is to move beyond Welsh being limited to specific lessons and ensure that it becomes a natural part of everyday interactions, routines and communication. By increasing staff confidence and providing pupils with regular opportunities to hear and use Welsh, we can create an environment where pupils feel confident and motivated to use the language. Actions include: ★ Consistent Use of Welsh: Increase the use of Welsh in everyday school routines, including greetings, registration, assemblies, transitions, instructions and informal interactions, ensuring that pupils regularly hear and use the language throughout the school day. ★ Strengthen Visibility: Review the use of Welsh across the school environment, including displays, signage, classrooms, digital platforms and communication with families, ensuring that Welsh is consistently visible and celebrated. ★ Develop Staff Confidence: Provide relevant CPD and opportunities for staff to develop their confidence in using Welsh, particularly in everyday classroom interactions and routines. ★ Increase Pupil Participation: Provide pupils with regular opportunities to use Welsh in meaningful contexts, including conversations, collaborative activities, performances, assemblies, clubs and wider school events. ★ Develop Welsh Language Progression: Ensure that pupils build their vocabulary and confidence progressively, with clear expectations for the language they should understand and use as they move through the school. ★ Promote a Positive Attitude: Celebrate the Welsh language and culture through events, music, literature, art, history and links with the local community, helping pupils to understand and appreciate the importance of Welsh. ★ Strengthen Welsh Across the Curriculum: Identify opportunities to use Welsh naturally across different subjects rather than limiting its use to designated Welsh lessons.	

- ★ **Pupil Voice:** Seek pupils' views about their experiences of learning and using Welsh, identifying barriers to participation and ways in which we can make the language more engaging and accessible.
- ★ **Engage Families and the Community:** Encourage families to engage with Welsh language opportunities and signpost resources that can support the use of Welsh beyond school, regardless of families' existing levels of Welsh.
- ★ **Evaluate Impact:** Monitor the consistency and quality of Welsh language provision through learning walks, pupil voice, staff feedback and observations, using findings to identify further areas for development and ensure that Welsh becomes an increasingly natural part of school life.