



# **School Development Plan Summary 2025/26**

## **Summary of Progress towards 2024/25 priorities**

**Priority 1: To improve outcomes for learners through planning for progression with a focus on LLC, Maths & Numeracy and Health & Wellbeing.**

### **Areas of Strength:**

- The Teaching and Learning Policy has been reviewed and the five pillars have been agreed by staff and pupils. There has been a focus on developing learner independence and clarity of learning.
- An LLC book look showed clear progression in each year group and a range of genres was being covered.
- A Maths & Numeracy book look showed clear progression in each year group with a range of mathematical areas being covered.
- Self-evaluation of topic work at the end of the each term showed clear evidence of progression in Science and Technology (Survival of the Fittest), LLC (World of Words) and M & N (Dragon's Den).
- From Y2 to Y6 many (74%) pupils made above expected progress in their standardised spelling scores and most (90%) pupils made above expected progress in their standardised maths scores.
- Progress of eFSM and OPP+ (intervention) pupils in reading, spelling and maths is good as many have made above expected progress.
- Performance in all three National Tests in all year groups has significantly improved since May 2024.
- Nearly all pupils in Reception, Year 1 and Year 2 have made good progress in phonics, reading and spelling.
- The maths baseline in Reception and Y1 was completed at the end of the year and highlighted strong progress for most learners.
- A full ICT review with the EAS showed very good coverage and progression in nearly all aspects of the DCF.

**Priority 2: To embed a whole school approach to the emotional and mental wellbeing framework to improve learner support and staff wellbeing.**

### **Areas of Strength:**

- The Whole School Approach toolkit has been audited with staff and the GB and many areas are emerging or being embedded.
- Attendance for the academic year was 94.6% (down from 94.79% last year) with unauthorised absences 1.3% (down from 1.43% last year). Attendance of our eFSM pupils was slightly lower (92.89% compared to 94.9% for non eFSM) and the unauthorised absence is higher too (1.79% compared to 1.23% for non eFSM).

- Pupil voice groups and pupil leadership groups are well established and are having a positive impact on many aspects of school life.
- Pupil voice is an integral part of planning and this is embedded across the school.
- The PASS survey was revisited in June and showed a significant uplift in attitudes to feelings about school, responses to learning and response to curriculum demands.
- No Boundaries provided anti-racism training for all staff and workshops for pupils in Year 3 to Year 6. Staff and pupils are fully aware of the need to grow as an anti-racist organisation and staff are beginning to de-colonise the curriculum.

**Priority 3: To improve learner support for the wellbeing and progression of vulnerable pupils.**

**Areas of Strength:**

- Progress of eFSM and OPP+ (intervention) pupils in reading, spelling and maths is good as many have made above expected progress.
- Progress of ALN, OPP+ and MAT pupils in phonics, reading and spelling is good.
- Progress of two EAL learners who were targeted for reading intervention was excellent.
- PASS survey results in June showed all (100%) EAL, MAT, ALN, eFSM children had positive feelings about school, preparedness for learning, learner self-worth and response to learning from R to Year 2.
- Involvement with outside agencies such as EP, Families First, counselling service, Torfaen Play (lego therapy) has had a positive impact on our vulnerable learners.

**Priority 4: To ensure continued professional development for all staff.**

**Areas of Strength:**

- Most teachers were given the opportunity to peer assess colleagues with a focus on sharing good practice and reflecting on the impact within their own practice.
- The DHT launched the Challenge Ocean strategies to the whole school which supports learner independence.
- Teaching and governors were all involved in self-evaluation activities identifying areas of strength and areas for development.
- Teachers successfully completed Professional Enquiries to improve pupils' mental maths.
- A teacher successfully completed the Senior Leadership Programme, a HLTA became a HLTA and a TA successfully completed a TA training course.
- All teaching staff attended relevant network meetings linked to their roles and responsibilities.
- All TAs successfully led their PV groups and have evaluated the impact.

**Areas for development have been included in our School Development Plan for 2025/26 based on a broad range of self-evaluation activities.**

## Summary of Priorities for 2025/26

### **Priority 1: To improve outcomes by developing independent learners who are more resilient and self-aware.**

| Action                                                                                                                                                                                                                                                                                                                  | Success Criteria                                                                                                                                                                                                                                                                                                                                                       | Monitoring/Support                                                                                                                                                                                                                                                                      | Grants                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| <p>Encourage pupils to challenge themselves and develop as confident, independent learners.</p> <p>Use our Challenge Ocean to develop a positive growth mindset.</p> <p>Develop pupils' resilience by teaching pupils a range of strategies or tools to use when they need help e.g. three before me.</p>               | <ul style="list-style-type: none"> <li>• Most pupils improve their depth of understanding.</li> <li>• Most pupils develop a deeper learning and a mastery of concepts.</li> <li>• Most pupils develop as critical thinkers, make connections that apply their skills.</li> <li>• Most pupils are actively engaged in selecting resources and use them well.</li> </ul> | <p>Learning walks to monitor pupils' independent thinking and learning.</p> <p>Listening to learners with their books at the end of each term.</p> <p>Book scrutiny of LLC and maths &amp; numeracy books.</p> <p>Planning scrutiny to monitor coverage of cross-curricular skills.</p> | <p>Standards</p> <p>PDG</p> <p>PL</p> |
| <p>To further embed the consistent and progressive use of AfL strategies across the school (and cluster).</p> <p>Embed the 'Self-Aware and Independent Learner' or S.A.I.L. strategy for pupils in Year 3 to Year 6. Pupils use agreed success criteria in extended writing to evaluate and improve their own work.</p> | <ul style="list-style-type: none"> <li>• Most pupils effectively use a range of AfL strategies to reflect on and improve their own work.</li> <li>• Most pupils develop a better understanding of their progress and feel more in control of their learning, increasing their drive and self-esteem.</li> </ul>                                                        | <p>Book scrutiny with a focus on the effective use of AfL.</p> <p>Listening to learners with their books.</p> <p>Monitor progress using a range of data. Include data analysis of vulnerable groups and compare.</p>                                                                    | <p>Standards</p> <p>PDG</p>           |

### **Priority 2: To provide more authentic learning contexts to ensure clarity of learning.**

| Action                                                                                                                                                                                                                                                                                                                                               | Success Criteria                                                                                                                                                                                                                                        | Monitoring/Support                                                                                                                                                                                                                 | Grants           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| <p>Learning activities are thoughtfully planned to develop independence and creativity and start to build aspirations.</p> <p>Provide purposeful, authentic learning contexts across all AoLEs to ensure pupils have a clear understanding of what they are learning and why.</p> <p>Develop and apply cross-curricular skills across all AoLEs.</p> | <ul style="list-style-type: none"> <li>• Most pupils are challenged to develop independence, making choices and problem solving in a real-life context.</li> <li>• Most pupils are able to apply and extend a range of skills independently.</li> </ul> | <p>Planning scrutiny by S.L.T.</p> <p>AoLE book scrutinies with a focus on progress within the chosen descriptions.</p> <p>Listening to learners with their books at the end of each topic and present the findings to the GB.</p> | <p>Standards</p> |
| <p>Enrich the curriculum to include parents, outside agencies and further learning opportunities in the real world.</p> <p>Ensure a 'careers' focussed topic which includes the 'world of work'.</p>                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Most pupils are challenged to develop independence, making choices and problem solving in a real-life context.</li> </ul>                                                                                      | <p>Planning scrutiny by S.L.T.</p> <p>Listening to learners with their books at the end of the topic and present the findings to the GB.</p>                                                                                       | <p>PDG</p>       |

### **Priority 3: To embed a whole school approach to the emotional and mental wellbeing framework to improve learner support, particularly for our vulnerable learners, and staff wellbeing.**

| Action                                                                                           | Success Criteria                                                                                                                              | Monitoring/Support                                                        | Grants      |
|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|-------------|
| <p><u>Attendance:</u></p> <p>Strive for 95+ target and reduce the % of unauthorised absences</p> | <ul style="list-style-type: none"> <li>• Attendance improves. Target of 95.0% is reached and eFSM target of 94.0% is also reached.</li> </ul> | <p>Analysis of attendance data by clerk. Letters sent out every term.</p> | <p>None</p> |

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| to below 1%. Target: 95.0%<br>(eFSM target: 94.0%)                                                                                                                                                                                  | Unauthorised absences to be below 1% and below 1% for eFSM pupils.                                                                                                                                          | Termly analysis of attendance data by HT. Report to GB termly.                                                                                                                                            |              |
| <u>Links with the Church:</u><br>Continue close links with our church community and update our Collective Worship policy.                                                                                                           | <ul style="list-style-type: none"> <li>• All pupils experience and benefit from whole school Worship and Eucharist Services.</li> <li>• Year 6 pupils will be confirmed.</li> </ul>                         | Worship Workers and SLT monitor Worships and use of the outdoor Sacred Space.                                                                                                                             | None         |
| <u>Pupil Voice/Pupil Leadership Groups</u><br>Provide opportunities for more pupils to join PV groups.                                                                                                                              | <ul style="list-style-type: none"> <li>• Pupil voice has a positive impact on pupil well-being and school improvement.</li> <li>• Most learners become more confident in expressing their views.</li> </ul> | PV groups to meet at least once per half term. HT to meet with PV and leadership groups throughout the year. PV groups to lead a Worships. Listening to Learners/Self-evaluation undertaken by PV groups. | PDG          |
| <u>Support for Vulnerable Learners:</u><br>Identify pupils in need of pastoral support (pupil surveys or info received) and refer them to the pastoral team at the earliest opportunity e.g. bereavement support, lego therapy etc. | <ul style="list-style-type: none"> <li>• Pupil wellbeing will improve through additional support.</li> </ul>                                                                                                | <p>Pupil surveys e.g. SHRN, PASS and our own pupil survey.</p> <p>Progress checks on vulnerable groups of learners.</p>                                                                                   | PDG<br>EYPDG |

#### Priority 4: To ensure professional development for all staff has a positive impact on outcomes for learners

| Action                                                                                                                                                                                                                                                        | Success Criteria                                                                                                                                                                              | Monitoring/Support                                                                                                                                               | Grants |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| <u>Roles and Responsibilities:</u><br>Ensure all staff have clear roles and responsibilities that form the basis for their Professional Development Reviews.<br><br>Provide support and training for our new ALNCo.                                           | <ul style="list-style-type: none"> <li>• All staff develop as leaders and contribute to school improvement.</li> <li>• New ALNCo continues to guide the school through ALN reform.</li> </ul> | Set PDR priorities with all staff in October and review PDR journey in March.                                                                                    | PL     |
| <u>Continue to develop the school as a learning organisation:</u><br>Provide professional development opportunities for all staff through relevant training.<br>Staff undertake a professional enquiry linked developing learner independence and resilience. | <ul style="list-style-type: none"> <li>• School develops as a highly effective learning organisation.</li> <li>• PL has a positive impact on outcomes for most learners.</li> </ul>           | HT report to GB termly on progress as a learning organisation.<br>Areas of learning leads invited to report to GB on progress.<br>Termly review of Action Plans. | PL     |
| <u>Governors:</u><br>GB to complete the skills audit and devise an action plan for improvement.                                                                                                                                                               | <ul style="list-style-type: none"> <li>• Most governors able to challenge and support effectively – evidence in minutes.</li> </ul>                                                           | Governors contribution to self-evaluation noted on SE forms. Evidence of effective governor challenge and support in GB minutes.                                 | None   |