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# **Cwmfelin Primary School**

## **School Development Plan Summary**

**2025 - 2026**

*UNCRC Article 3*

*Everyone who works with children should always do what is best for each child*

## School self-evaluation: summary

### School Strengths:-

- Strong progress is evident across key development areas this year. Training on questioning techniques has led to more purposeful classroom dialogue, encouraging deeper thinking. Feedback practices are improving, though further work is needed to support pupil editing and redrafting. Cross-curricular Maths has been strengthened through training, resource sharing, and coaching, though differentiation for more able pupils remains a focus. The Welsh language continues to develop through Criw Cymraeg initiatives, assemblies, and competitions, boosting pupil confidence and engagement. Literacy has seen a consistent approach to the Writing Journey, with staff using planning tools and genre maps. RVE provision is now clearly mapped across the school, with consistent delivery and strong evidence of pupil progress. Science teaching has improved through audits and training, and the school has submitted evidence for the Primary Science Quality Mark. Following curriculum monitoring, staff have collaboratively redesigned long-term planning to ensure full coverage and depth across all Areas of Learning, with medium-term plans in development for implementation in September 2025.
- Strong progress has been made in attendance monitoring, ALN support, RADY implementation, and pupil wellbeing. Attendance systems are robust, with first-day response, regular EWO meetings, and a cluster-wide approach that includes shared policies and parent engagement. Incentives and workshops have contributed to improved attendance, rising from 92.9% to 93% by June. However, persistent absenteeism and term-time holidays remain a concern, particularly among eFSM pupils whose attendance, although improving, still lags behind their peers. Support for pupils with ALN has been strengthened through targeted interventions such as SHINE, ELSA, Nurture, and outdoor learning. Staff are well-informed through regular meetings and training, and the appointment of a new KS2 intervention support officer has ensured continuity. Collaboration with CART and the introduction of ASD strategies have enhanced provision, while SMART targets are regularly reviewed to track progress. Pupil wellbeing remains a priority, with provision mapping and external agency engagement supporting a wide range of needs. Surveys such as SHRN and NBAR have informed planning and identified pupils requiring additional support. The Jigsaw scheme has been integrated into the curriculum, and initiatives like 'Going for Gold' and transition workshops for Year 6 pupils promote positive behaviour and emotional readiness.
- Steady progress has been made in strengthening leadership, self-evaluation, and governance. AoLE leads began collaborating with cluster partners, engaging in monitoring activities such as learning walks and book scrutiny. Key leaders completed action plans and introduced a system to support self-evaluation. Self-evaluation systems became more embedded, with SLT and governors actively involved in monitoring, evaluation, and review (MER). Progress is monitored through the use of an updated whole-school assessment tracker and the appointment of a Head Team has strengthened pupil voice. Governors engaged in monitoring and demonstrated strategic involvement through effective questioning and challenge. A completed self-evaluation toolkit helped identify expertise and training needs to inform future structures. Overall, the school has built strong foundations in leadership and evaluation, with clear plans to refine curriculum design, improve target setting, and increase challenge and independence in learning.

### Areas for development:-

- Implement new medium-term plans to ensure curriculum coverage and progression.
- Strengthen differentiation and challenge, particularly for more able learners.
- Continue promoting Welsh language and pupil voice through assemblies and pupil-led initiatives.
- Reduce persistent absenteeism, with a focus on eFSM pupils.
- Improve attendance during term-time holiday periods.
- Deepen the impact of wellbeing interventions through consistent monitoring.
- Refine governance structures and provide targeted training to enhance strategic oversight.

**SCHOOL DEVELOPMENT PLAN PRIORITIES  
2025-2026**

**Cwmfelin Primary School**

**Target 1 - Improve the quality of Teaching & Learning to raise outcomes for all pupils, with a focus on those affected by poverty, ALN, or other barriers, by embedding inquiry-based approaches, ensuring appropriate challenge, and enriching curriculum provision.**

**Key Actions**

Pilot inquiry-based learning projects in all year groups.  
Provide targeted professional development sessions on effective differentiation, scaffolding, and challenge strategies, including use of assessment to inform planning.  
Implement regular whole-school Welsh oracy sessions and competitions to motivate pupils and celebrate progress.  
Embed outdoor learning opportunities into the school's long-term curriculum planning.  
Develop and embed a progressive, skills-focused Science scheme of work with clear investigative learning objectives.  
Review and develop a whole-school handwriting and presentation policy to set clear expectations for all year groups and subjects.  
Develop and integrate a planned, progressive UNCRC-focused curriculum across all year groups.  
Introduce Spanish as the designated modern foreign language across all year groups.

**Support**

CPD INSET

<b>Autumn Term 2025</b>	<b>Spring Term 2026</b>	<b>Summer Term 2026</b>
Conduct baseline assessments for all pupils, with a focus on vulnerable groups (poverty, ALN, etc.).	Embed inquiry-based learning strategies in classroom practice; monitor through learning walks.	Analyse pupil progress data, with a focus on vulnerable groups.
Deliver CPD sessions on inquiry-based learning, outdoor provision and appropriate challenge.	Differentiate tasks to ensure appropriate challenge for all learner groups. Enhance outdoor learning opportunities across Foundation Phase and KS2.	Evaluate impact of inquiry-based learning and differentiated challenge on outcomes.
Audit current science provision; identify gaps and resource needs.	Introduce investigative science tasks; monitor pupil engagement and skill development.	Showcase outdoor and science learning through pupil portfolios or exhibitions.
Deliver CPD sessions based on Welsh oracy and begin to gather evidence towards Siarter Iaith.	Implement targeted Welsh oracy activities; monitor progress using Siarter Iaith tools. Review Welsh oracy development using Siarter Iaith self-assessment tools.	Implement targeted support upon return of Welsh lead from Sabbatical.
Launch whole-school handwriting and presentation expectations.	Conduct work scrutiny focused on presentation and handwriting.	Final work scrutiny to assess improvements in presentation and handwriting.

Introduce UNCRC themes in assemblies and class discussions.	Continue UNCRC work through curriculum links and pupil-led initiatives.	Conduct end-of-year pupil voice surveys to measure understanding of UNCRC and learning experiences.
Begin pupil voice surveys to gather initial feedback on learning experiences.		Report on progress and set priorities for 2026–2027.
	Launch Spanish as the designated MFL across all year groups. Provide staff with initial training and resources to support delivery. Introduce basic vocabulary and conversational phrases through songs, games, and classroom routines. Begin cultural awareness activities linked to Spanish-speaking countries.	Monitor initial pupil engagement and staff confidence. Showcase Spanish learning through a whole-school event (e.g. Spanish Day or cultural celebration)
<b>Target 2 – Develop and embed whole-school provision that supports pupil wellbeing, promotes equity and inclusion, and improves attendance.</b>		
<b>Key Actions</b>  Develop and implement a wellbeing policy that includes mental health, equity, and inclusion. Embed strategies to promote equity, diversity, and inclusion in school policies and culture.		<b>Support</b>  Education Welfare Officer Family Engagement Officer Early Help CART
<b>Autumn Term 2025</b>	<b>Spring Term 2026</b>	<b>Summer Term 2026</b>
Conduct baseline wellbeing surveys for pupils and staff	Review and adapt wellbeing strategies based on feedback	Evaluate impact of wellbeing and inclusion strategies
Audit current inclusion and attendance practices	Implement targeted support for identified groups (e.g. ALN, EAL, FSM)	Analyse attendance data and compare with baseline
Identify pupils at risk of persistent absence and implement early interventions	Strengthen links with external agencies (e.g. EWO, CAMHS, family support)	Celebrate improvements and share success stories with the school community
Launch a whole-school wellbeing initiative (e.g. wellbeing ambassadors, calm spaces)	Monitor impact of attendance interventions; adjust as needed	Plan sustainability of strategies for 2026–2027
Provide staff CPD on trauma-informed and inclusive practices	Share good practice in inclusive teaching across the school	Conduct end-of-year wellbeing surveys and inclusion review
Begin regular attendance monitoring and parent engagement	Mid-year pupil and staff wellbeing check-in	Report outcomes to governors and stakeholders

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**TARGET 3 - Strengthen the strategic leadership skills of middle leaders and Governors to drive improvements in teaching, learning, and provision across the school.**

<b>Key Actions</b>		<b>Support</b>
<p>Develop and integrate AoLE improvement plans linked clearly to whole-school priorities and pupil outcomes, feeding into school self-evaluation.</p> <p>Establish a self-evaluation group including staff and key stakeholders to review evidence, validate findings, and inform the improvement plan.</p> <p>Facilitate joint self-evaluation sessions involving Governors and senior leaders to review progress and adjust improvement plans collaboratively.</p>		BCBC Improvement Partner
<b>December Milestones</b>	<b>March Milestones</b>	<b>July Milestones</b>
Audit current leadership roles and responsibilities	Middle leaders lead subject reviews and report findings to SLT/Governors	Evaluate leadership development through staff feedback and performance reviews
Provide CPD for middle leaders on monitoring, evaluation, and improvement planning	Governors participate in learning walks or pupil voice activities	Governors contribute to end-of-year self-evaluation and development planning
Deliver Governor training on curriculum, data, and school priorities	Share good practice in leadership across teams	Celebrate leadership successes and identify next steps for 2026–2027
Establish regular leadership team meetings with clear agendas and actions	Review and refine leadership action plans based on monitoring outcomes	Update leadership structure and responsibilities as needed
Begin joint monitoring activities (e.g. book looks, learning walks)	Mid-year evaluation of leadership impact on standards and provision	Report progress to stakeholders and governing body