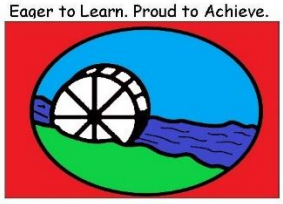
Eager to Learn. Proud to Achieve.



Awyddus i Ddysgu. Balch i Gyflawni.

Cwmfelin Primary School

School Development Plan

Summary

2026 - 2027

UNCRC Article 3

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

School self-evaluation: summary

Strengths:

Quality of Teaching and Learning

- Robust assessment and tracking systems ensure pupils' progress is monitored effectively.
- The whole-school writing journey approach has strengthened writing provision and expanded opportunities for pupils to write across a range of genres.
- The introduction of high-quality literacy resources, including Book Fizz, is helping to raise standards in reading and writing.
- Staff have embraced Inquiry Based Learning (IBL), leading to more engaging, pupil-centred learning experiences.
- Welsh language provision has improved through targeted support and progress towards achieving the Siarter Iaith Bronze Award.

Curriculum

- A broad, balanced and carefully planned curriculum is delivered across all year groups, ensuring pupils develop knowledge, skills and understanding progressively as they move through the school.
- Learning experiences are designed to be meaningful and relevant, helping pupils develop a strong understanding of their local community, Welsh heritage and culture, while also fostering an awareness of national and global issues.
- Medium-term planning has been strengthened to provide greater continuity and progression across Areas of Learning and Experience (AoLEs), ensuring that learning builds effectively on prior knowledge and skills.
- Curriculum topics have been reviewed and adapted to provide engaging and purposeful contexts for learning, with an increased focus on local history, Welsh identity and real-life experiences.
- Inquiry Based Learning approaches are being introduced across the school, encouraging pupils to become more independent, curious and active participants in their learning. Early evidence shows improved pupil engagement, enthusiasm and ownership of learning.
- Staff work collaboratively to develop and refine curriculum provision, ensuring that learning experiences reflect the aspirations of the Curriculum for Wales and support pupils to become ambitious, capable learners who are ready for future challenges.
- Pupils benefit from a wide range of enrichment opportunities, including educational visits, visitors and community-based learning experiences, which enhance and bring learning to life.

Wellbeing and Inclusion

- Strong wellbeing systems support pupils' emotional, social and behavioural needs.
- Trauma-informed approaches and targeted interventions help pupils feel safe, valued and supported.
- Pupils actively contribute to school life through leadership groups, including the Head Team, School Council and Criw Cymraeg.
- The school works effectively with families and external agencies to support wellbeing, inclusion and attendance.
- Family engagement opportunities have strengthened relationships between home and school.

Leadership and Management

- Strong leadership has ensured stability and continuous improvement across the school.
- Staff engage positively with professional learning to improve teaching and outcomes for pupils.
- Governors are increasingly involved in understanding and evaluating the school's work.
- Leaders maintain a clear focus on raising standards and improving provision for all learners.

Main Areas for Development

- Fully embed Inquiry Based Learning across all year groups.
- Further improve consistency in teaching, differentiation and challenge.
- Develop mathematics through more authentic, real-life learning opportunities.
- Strengthen provision for science and investigative learning.
- Enhance outdoor learning opportunities and learning environments.
- Improve attendance, particularly for persistently absent pupils.
- Strengthen the monitoring and leadership role of AoLE leaders.
- Further develop self-evaluation processes and leadership capacity at all levels.
- Increase opportunities for pupil voice to influence school improvement priorities.

SCHOOL DEVELOPMENT PLAN PRIORITIES 2026-2027		
Target 1 - Strengthen pupils' reading and writing outcomes by embedding high-quality literacy teaching and increasing opportunities for pupils to apply and transfer their literacy skills independently and effectively across all areas of learning.		
Key Actions Strengthen the systematic, structured and consistent teaching of early reading and phonics across the Foundation Phase so that pupils make strong progress in developing their decoding, fluency and comprehension skills. Develop a coherent and progressive whole-school approach to reading that enables pupils to build effectively on their prior learning and become increasingly fluent, confident and independent readers. Improve the quality and consistency of teaching in KS2 so that pupils, particularly older pupils, make strong progress in writing and develop, organise and sustain their ideas effectively when writing independently and at length. Provide purposeful opportunities for pupils to develop and apply their writing skills independently across the curriculum, with consistently high expectations for the quality, organisation and accuracy of their writing. Strengthen the purposeful use of assessment to identify pupils' strengths and areas fir development, inform teaching and provide timely, targeted support so that all groups of pupils make strong progress from their individual starting points.		**Support** CPD INSET Read Write Inc training
Autumn Term 2026	**Spring Term 2027**	**Summer Term 2027**
Focus: Foundation & Planning	**Focus: Implementation & Monitoring**	**Focus: Evaluation & Impact**
Complete **Day 1 whole-school Read Write Inc. training** and establish a consistent approach to the systematic teaching of early reading and phonics.	Complete **Day 2 whole-school Read Write Inc. training**, using monitoring and assessment evidence to refine provision.	Evaluate pupils' progress in reading and writing against autumn baseline information, including the progress of identified groups of learners.
Establish baseline information for pupils' reading and writing, identifying strengths, areas for development and groups/pupils requiring additional support.	Embed consistent RWI practice and targeted intervention, ensuring teaching responds effectively to pupils' identified needs.	Evaluate the impact of RWI on pupils' decoding, fluency and comprehension**,** identifying where further support or refinement is required.
Review RWI assessment, grouping, timetabling and provision to ensure teaching is closely matched to pupils' starting points and needs.	Monitor the quality and impact of early reading and phonics through learning walks, assessment information, listening to learners and evaluation of pupils' progress.	Evaluate the effectiveness and consistency of the whole-school approach to reading and pupils' progression towards becoming increasingly fluent and independent readers.
Audit the quality and consistency of reading provision across the school, including progression from phonics to increasingly fluent and independent reading.	Embed agreed approaches to the explicit teaching of writing across KS2, including modelling, vocabulary development, organisation of ideas and preparation for extended writing.	Moderate and scrutinise KS2 writing to determine the extent to which pupils, particularly older pupils, develop, organise and sustain their ideas effectively when writing independently and at length**.**
Establish agreed whole-school expectations for the explicit and progressive teaching of writing**,** with a particular focus on KS2.	Increase purposeful opportunities for pupils to write independently and at length across a range of curriculum contexts**.**	Evaluate how effectively pupils transfer and apply their writing skills independently across the curriculum.
Undertake a baseline scrutiny of KS2 writing to evaluate pupils' ability to develop, organise and sustain ideas when writing independently and at length**.**	Undertake comparative work scrutiny to evaluate whether pupils are making strong progress from their starting points	

	and applying taught writing skills with increasing independence.	
Review curriculum planning to identify the quality and range of purposeful opportunities for pupils to apply writing independently across the curriculum**.**	Use assessment information to identify pupils who are not making sufficient progress and adapt teaching and intervention.	
Agree assessment and monitoring arrangements, including how the progress of individuals and groups will be evaluated.	Provide professional dialogue, coaching and support where monitoring identifies inconsistency in provision.	

Target 2 – Improve the quality and consistency of curriculum design and teaching to ensure that learning is purposeful, progressive and enables all pupils to apply their knowledge, skills and understanding with increasing independence.

Key Actions	**Support**
Curriculum design and planning Strengthen long-term and medium-term curriculum planning so that it consistently reflects the school's agreed five-step process**,** provides clear progression and builds purposefully on pupils' prior learning. **Inquiry-based learning** Embed a consistent and effective approach to inquiry-based learning**,** developing pupils' curiosity, independence, problem-solving and ownership of their learning. **Quality and impact of curriculum delivery** Ensure that curriculum planning translates into consistently high-quality learning experiences, with appropriate challenge, support and opportunities to apply learning**,** particularly for pupils with ALN, more able pupils and those experiencing barriers to learning.	CSC Local Authority IBL training Professional learning

Autumn Term 2026	**Spring Term 2027**	**Summer Term 2027**
Audit existing long-term and medium-term planning to evaluate consistency, progression and how effectively learning builds on pupils' prior knowledge, skills and understanding.	Implement revised long-term and medium-term planning consistently across the school, reflecting the agreed five-step process.	Evaluate the quality and consistency of long-term and medium-term planning and the extent to which the five-step process supports purposeful, progressive learning.
Agree and communicate clear whole-school expectations for the five-step planning process, including what should be evident within long- and medium-term planning.	Monitor curriculum planning across AoLEs/year groups, providing professional dialogue, coaching and support where inconsistencies are identified.	Evaluate how effectively curriculum planning enables pupils to build on prior learning and make progress in their knowledge, skills and understanding.
Review and refine long-term and medium-term plans to ensure clear progression and purposeful connections between learning.	Use planning scrutiny, learning walks and pupil work to evaluate whether planned progression is translating effectively into classroom practice.	Identify strengths and areas requiring further development and use findings to inform curriculum planning for 2027–28.
Establish agreed whole-school expectations for effective inquiry-	Embed inquiry-based approaches across the curriculum, with pupils	Evaluate the impact of inquiry-based learning on pupils' curiosity,

based learning**,** building on work undertaken during 2025–26.	given increasing opportunities to question, investigate, problem-solve, make choices and apply their learning.	independence, problem-solving and ownership of learning.
Establish baseline evidence of pupils' independence, engagement and ability to apply prior learning through learning walks, pupil voice and work scrutiny.	Monitor the quality and impact of inquiry-based learning through learning walks, work scrutiny and listening to learners.	Use pupil voice and scrutiny of learning to evaluate whether pupils are increasingly able to explain, make connections and take greater responsibility for their learning.
Review curriculum provision to identify whether learning provides appropriate challenge and support for different groups of pupils, including pupils with ALN, more able pupils and those experiencing barriers to learning.	Use assessment and monitoring evidence to adapt curriculum provision, ensuring appropriate challenge and support and responding to pupils' different starting points and needs.	Evaluate the progress and experiences of different groups of learners to determine whether curriculum provision is sufficiently equitable, challenging and responsive.
Agree monitoring and evaluation arrangements, including the evidence that will be used to judge impact on pupils rather than completion of actions**.**	Provide professional dialogue, coaching and support where monitoring identifies inconsistencies in curriculum design or delivery.	Evaluate the overall impact of curriculum development on the quality of teaching and learning and agree priorities for 2027–28.

TARGET 3 - Develop the leadership capacity of middle leaders and governors to effectively monitor, evaluate and drive improvements in teaching, learning and whole-school provision.

Key Actions	**Support**
Strengthen the ability of **AoLE leaders'** to monitor standards and evaluate the impact of teaching and learning within their areas of responsibility. Develop middle leaders' ability to lead improvement priorities effectively. Develop effective **self-evaluation** and monitoring processes that enable leaders at all levels to accurately identify strengths and areas for development, evaluate impact and drive continuous school improvement. Strengthen **governors'** understanding of standards, teaching and school improvement. Develop governors' role in monitoring and evaluating school improvement. Strengthen strategic governance and accountability.	BCBC Improvement Partner Governor training programme INSET

Autumn Term 2026	**Spring Term 2027**	**Summer Term 2027**
Undertake leadership training on monitoring, self-evaluation and improvement planning. Audit standards, provision and curriculum implementation within each AoLE. Review progression maps and curriculum documentation to identify strengths and areas for development. Develop AoLE action plans aligned to SDP priorities. Establish a monitoring calendar including learning walks, book scrutinies and pupil voice activities.	Conduct learning walks focused on agreed school improvement priorities. Undertake book scrutinies and pupil voice activities to evaluate standards and progression. Analyse pupil progress information and identify trends, strengths and areas for improvement. Monitor the implementation of AoLE action plans and curriculum developments. Lead professional learning and curriculum discussions within AoLE teams.	Complete a final cycle of monitoring, including learning walks, book scrutiny and pupil voice. Evaluate the impact of improvement actions on teaching, learning and pupil outcomes. Review the effectiveness of curriculum design, progression and implementation across the AoLE. Gather staff and pupil feedback to inform self-evaluation. Produce an end-of-year AoLE evaluation report.

Complete baseline monitoring of teaching, learning and pupil standards. Meet with SLT to agree priorities, expectations and success criteria.	Share effective practice and support colleagues through coaching and collaborative working. Produce interim evaluation reports and identify any additional support required.	Identify priorities and actions for the following academic year. Present key findings and recommendations to SLT and governors.
Review and refine the school's self-evaluation calendar and monitoring procedures. Agree a common approach to monitoring, evaluation and reporting across all leadership levels. Provide training for leaders on effective self-evaluation and evidence gathering. Establish clear monitoring schedules including learning walks, book scrutinies, planning reviews and stakeholder voice activities. Complete baseline monitoring activities to identify strengths and areas for development. Ensure SDP success criteria are clearly linked to monitoring activities.	Undertake a range of monitoring activities against SDP priorities. Collate and analyse evidence from learning walks, work scrutiny, pupil voice, staff voice and assessment information. Evaluate progress against SDP targets and identify emerging priorities. Facilitate professional dialogue meetings to discuss findings and next steps. Review the quality and impact of improvement actions across the school. Provide support and challenge to leaders to ensure evaluations remain evidence-based.	Complete a final cycle of monitoring and evaluation activities. Gather stakeholder feedback from pupils, staff, governors and parents. Evaluate the impact of SDP priorities on teaching, learning, wellbeing and pupil outcomes. Produce an annual self-evaluation report drawing on a range of evidence sources. Identify key strengths, areas for development and priorities for the following academic year. Review and refine self-evaluation systems and procedures based on lessons learned.
Attend governor training on standards, curriculum and school improvement. Establish link governor responsibilities for SDP priorities and AoLEs. Meet with linked leaders to understand baseline position and priorities. Review SDP targets and success criteria. Undertake a governor learning walk focused on the school environment and priorities.	Conduct link governor visits linked to improvement priorities. Meet with middle leaders and AoLE leaders to discuss progress and challenges. Review monitoring reports and pupil outcome data. Provide support and challenge regarding progress against SDP targets. Receive updates on curriculum developments and standards.	Review end-of-year evaluations and SDP outcomes. Meet with leaders to evaluate the impact of improvement actions. Participate in governing body self-evaluation. Review leadership effectiveness and governance arrangements. Contribute to setting strategic priorities for the following academic year.