Troedyrhiw Community Primary

SCHOOL DEVELOPMENT PLAN 2026-27

Version 1 (September 2026)

Agreed with GB - 30.09.26

Headteacher: Mrs J Roome

Chair of Governors: Denise Morgan

Date Created	September 2026
School Collaboration and Improvement Partner (SCIP)	Owen Morgan

This document has used the following resource materials:

The Education (School Development Plans) (Wales) Regulations 2014

The National Resource: evaluation and improvement (NEIR)

MTCBC LA: Raising Aspirations Raising Standards strategy (RARS)

National Approach to Professional Learning

SCHOOL DEVELOPMENT PLAN 2026-27

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Believe, Achieve, Shine Bright

School Vision

Vision Statement

At Troedyrhiw Community Primary, we can all shine if we 'Believe, Achieve, Shine Bright'. We want to empower everyone to be shining STARS.
We want our children to develop as:

- Skilful, knowledgeable and ambitious learners
- Talented, creative and innovative learners
- Active, happy, healthy, caring individuals who are confident in their own self-worth.
- Responsible, rights respecting learners.
- Successful learners who aspire to be shining stars.

Mission Statement

In order to fulfil our vision, we will strive to bring out the best from each child and provide opportunities for success for every one of them. We will provide a high standard of education and equip our children with the necessary skills to enable them to become confident, independent and life-long learners. We will ensure all staff are well trained and are able to motivate and inspire our learners to believe, achieve and shine bright.

The aims of our school curriculum are:

- To provide a happy, caring, safe environment where everyone feels secure and valued.
- To foster positive behaviour, self-discipline with a sense of respect and responsibility.
- To develop a positive attitude towards learning, so that all pupils and staff are self-motivated and ambitious learners.
- To provide a high quality, stimulating and challenging environment that enables all learners to achieve their potential.
- To recognise and nurture the potential in each and every person in our school.
- To forge strong links between home, school and the community.
- To give our children a sense of pride in their Welsh identity.
- To develop in our children respect for the diversity in multicultural society in which we live.
- To offer equality of opportunity to everyone within the school.

Context of the School Development Plan

Standards:
At Troedyrhiw Community Primary, we have been able to sustain and evidence highly effective practices across the school for several years. Many pupils make excellent progress in learning because of the highly skilled staff and leadership team. We are an enquiry-based school who uses action research and collaboration to explore and refine techniques and skills. The SDP will include prioritised targets for the academic year. In addition to this, there are subsidiary action plans.

Partnerships:
As a school, we also recognise and value the importance of sharing and supporting other schools and learning organisations. We are an Aspire school, supporting NQTS, a teaching partnership organisation (Cardiff University), NPQH / Aspiring Heads Mentoring (CSC), Senior Leadership

Development Programme and System Leader (CSC). In addition to this, we offer support and training to other schools, including local schools requiring support.

Legislation and Change:
Teaching in Wales currently requires many adaptations and changes to support the successful implementation of Curriculum for Wales and new/revised legislation including the Additional Learning Needs Act, Whole School Approach to Emotional and Mental Well-being, Relationships and Sexuality Education and Careers and Work-Related Education.

Research documentation / supporting materials:
In order to support continuous school improvement, we work together as a school, implementing robust, honest self-evaluation processes.

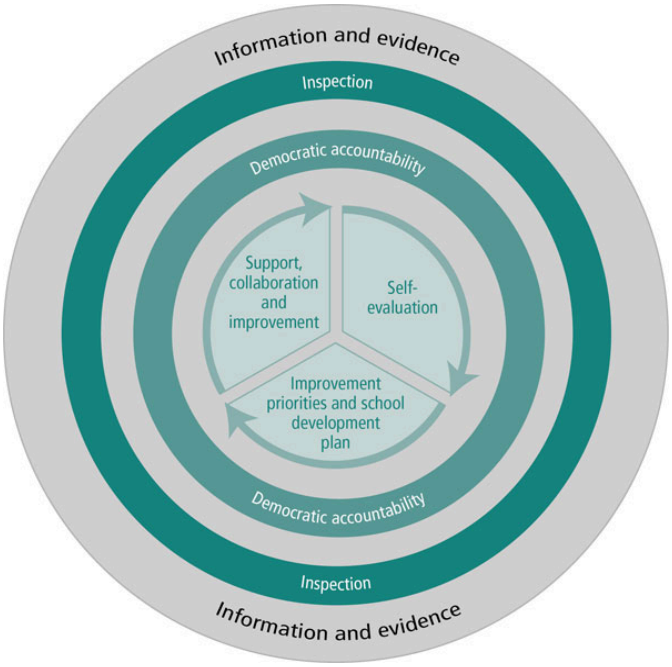
Our school development plan (SDP) also takes account of the national priorities:

improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience.

reducing the impact of poverty on pupils' progression and attainment

Alongside these, the SDP identifies links, where relevant, to the local authority's Raising Aspirations Raising Standards strategy (RARS)

Framework for evaluation, improvement and accountability



Our school approach

This plan was written in consultation with school staff, governors, pupils and parents. Priorities are determined by staff following a range of self-evaluation activities, action research tasks, national and local priorities and feedback from parents and pupils. The duration of this plan is from September 2026 to July 2027 All grant funding referred to in this plan is to be spent by March 31st, 2027 (unless grant provider allows carry forward).

Progress against the plan is reported in each Head teacher's Report to Governors and through the work of the various governor committees. The plan is formally reviewed and updated annually. Ongoing self-evaluation and assessments throughout the year may result in some amendments being made to the SDP. This will ensure the SDP remains relevant to meet needs of learners (a version history will indicate this). Copies of the plan are shared with the Governing Body and every member of school staff. An infographic of the SDP is available on the school website. A full copy of the SDP is available to other stakeholders on request.

Well-being

School Approach

Well-being supports academic attainment and wider benefits to community and society, both in the here and now as well as in the future. **Well-being is at the heart of our curriculum**. Promoting well-being is a prominent feature of our strategic planning.

The Framework on embedding a whole-school approach to emotional and mental well-being was issued in March 2021. It aims to address the emotional and mental well-being of all children and young people, as well as school staff. In Troedyrhiw Community Primary, we have an established well-being team. The appointed lead person is Mrs Griffiths. We work closely with the Welsh Government's Implementation Lead to realise the framework in our school.

The school's leadership team ensures that only those interventions with a sound or innovative and developing evidence base are delivered. Our overarching principles are:

- All children in Wales have rights under the UNCRC to be safe, to be treated with equality and non-discrimination, to be supported to develop their physical and mental health, to express their thoughts and feelings, to be involved in decisions made about them, to receive extra support if they are disabled, and to receive an education that enables them to fulfil their potential.
- Our whole-school approach should be viewed as central to the success of learning about health and well-being and the four purposes of the new curriculum.
- It is the responsibility for all school staff to take a whole-school approach to the promotion of good mental health and emotional well-being is universal and integral to a successful school environment.
- Our whole-school approach to emotional and mental well-being is achievable through effective leadership, positive culture and co-productive implementation in partnership with all school stakeholders.
- Our whole-school approach puts the child at the centre of decisions made about them and relies on partnership and involvement with families, the community, other statutory bodies and the third sector. Activity within the school is part of a wider whole-system approach to emotional and mental well-being.

- Our whole-school approach promotes equity for all, reducing variation and using evidence-based practices consistently and transparently, in terms of both use of data for planning and any interventions.

Specialist school-based support

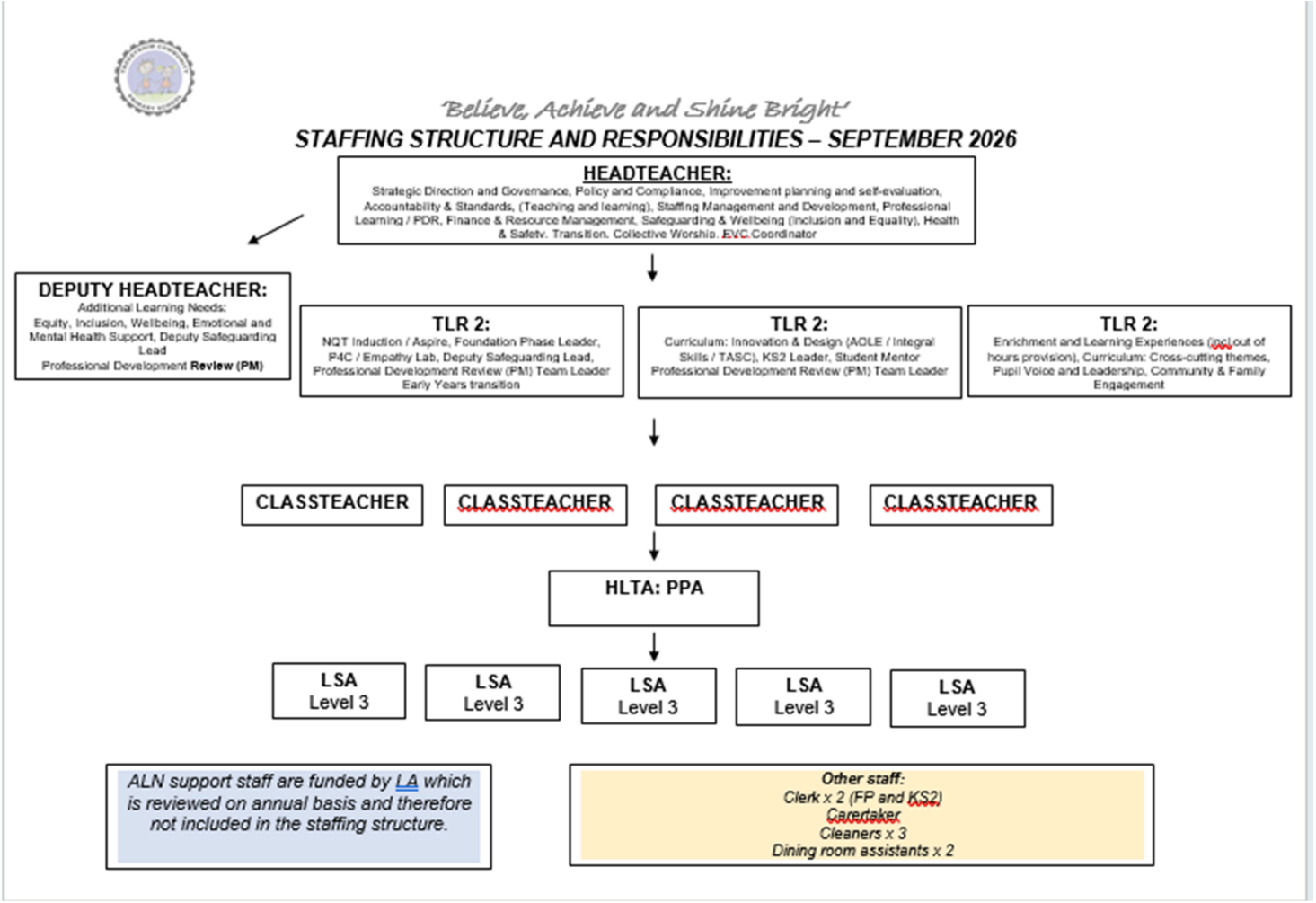
Michelle Jones is employed as our school-based counsellor / mental health practitioner. Michelle is available half day per week (currently Wednesdays) and provides one-to-one counselling, group counselling, drop-in sessions and staff counselling and training. In addition to a school-based counsellor, our families can access family counselling through Gemma Dugdale. Place2Be is the supporting charity for this service.

Further counselling support is available through the Early Help Hub (LA), Exchange Counselling services and Stephens & George Charitable Trust.

SHINE (CAMHS) services provide support to pupils and families for part of the academic year.

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Staffing Structure



Grant Finance

School Grants

Each year, in addition to our school's core funding which is given from the Local Authority, the school also receives additional grant money for specific elements of the school's work. These grants help the school to continue providing the best possible education for our pupils, ensuring that all pupils are able to achieve the best standards possible.

There are 3 key grants that the school receives:-

1. School Equity Grant (SEG)

This element consists of funding which supports equity in education policy. Outcomes will support equity policy objectives including:

· Pupil development grant (PDG)

- Care-experienced children – Note CLA Grant is additional
- Attendance
- Minority Ethnic and Gypsy, Roma and Traveller learners
- Home-educated learners
- Community focused schools

2. School Standards Grant (SSG)

School standards funding has been created by merging:

- the Education Improvement Grant (EIG) funding
- the Recruit Recover and Raise Standard (RRRS) funding

3. School Reform Grant (SRG)

This element consists of funding which will support education-reform initiatives. It will support outcomes for:

- Curriculum for Wales
- professional learning and leadership
- additional learning needs (ALN)
- the whole-school approach to mental health and wellbeing

ALN funding not included: Awarded a total amount of **£186,236.37(04.03.26)** for Additional Support for 2026/2027 this is broken down as follows:
£???? - Provisional Delegation (subject to Cabinet approval) – School IDP's and need – this also includes the 8% allowance to manage in year demands
£?????? - Allocation – Authority IDP's including legacy Statemented Hours (summer 2025 only).
Additional enhanced funding applications outstanding

Three Year Overview: a summary of priorities (2026-2029)

2026 - 27	2027-2028	2028-2029
Priority 1: Curriculum Design: Review and develop the school's curriculum design to strengthen concept-based learning, enquiry, progression and learner independence (Year 1) **Priority 2**: Strengthen the quality and consistency of teaching, assessment and leadership in	**Priority 1:** Foundational Literacy and Numeracy **Priority 2**: Curriculum Design: Review and develop the school's curriculum design to strengthen concept-based learning, enquiry, progression and learner independence (Year 2)	**Priority 1:** Foundational Literacy and Numeracy **Priority 2**: Improve pupils' progress when developing and using their integral skills. **Priority 3**: Pedagogy: Enabling learners. **Priority 4:** Attendance

mathematics to improve pupils' understanding, reasoning and progress (Year 2) **Priority 3**: Embed empathy and emotional literacy across the school to support wellbeing, emotional development, and a whole-school culture of care (Year 2)	**Priority 3**: Strengthen pupils' application of mathematics and numeracy across the curriculum and real-life contexts. . **Further considerations:** ● Attendance ● Leadership ● Assessment	

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Review of progress against previous year's priorities (2025-26)

A brief statement setting out the extent to which the school improvement targets for the previous school year were met and where they were not met fully a brief explanation as to the reasons.

<table>
<tr><th colspan="2">Priority 1</th></tr>
<tr><td colspan="2">PRIORITY 1: Strengthen the teaching and learning of mathematics (Year 1)
1.1 Develop a deeper understanding of pupils' number skills
1.2 Design a coherent, high-quality mathematics curriculum aligned to Curriculum for Wales and White Rose Maths</td></tr>
<tr><th>Action completed</th><th>Impact</th></tr>
<tr><td>• Implemented White Rose Maths across the school and adapted resources to align with Curriculum for Wales.
• Staff professional learning focused on strengthening subject knowledge, progression in number, CPA approaches, reasoning and addressing misconceptions.
• CSC Mathematics Adviser provided coaching, mentoring and joint planning opportunities for staff.
• Leaders implemented mathematics assessment processes to identify gaps in learning and inform planning.
• Targeted intervention programmes were developed to support identified pupils, including bespoke approaches following dyscalculia training.</td><td>1.1 Develop a deeper understanding of pupils' number skills
• The school has made good progress towards this target. Many teachers have strengthened their knowledge and understanding of progression in number and use this increasingly well when planning learning experiences.
• Learning walks show that many teachers model mathematical strategies more effectively and use questioning increasingly well to identify misconceptions and deepen understanding.
• Book scrutiny and assessment information demonstrate that many pupils have improved the accuracy and fluency of their number skills. Most pupils apply previously taught number knowledge with increasing confidence and independence.
• Intervention programmes have strengthened support for pupils requiring additional assistance. Many targeted pupils have made beneficial progress from their individual starting point</td></tr>
<tr><td>• Curriculum maps were reviewed and refined to strengthen progression.
• Staff collaborated to develop consistent approaches to planning and teaching mathematics.
• Leaders monitored planning, teaching and pupils' work throughout the year to ensure consistency and quality.</td><td>1.2 Design a coherent, high-quality mathematics curriculum aligned to Curriculum for Wales and White Rose Maths
• Progress towards this target is developing well. Many teachers demonstrate an improved understanding of progression, conceptual development and CPA approaches when planning mathematics.
• Planning now provides a clearer and more progressive sequence of mathematical knowledge, skills and experiences across the school.
• Most pupils are beginning to explain their mathematical thinking using appropriate mathematical vocabulary and demonstrate a deeper understanding of concepts rather than relying solely on procedures.
• Standards in mathematics have improved, particularly in pupils' confidence when discussing methods and explaining their reasoning.</td></tr>
<tr><th colspan="2">Next steps</th></tr>
</table>

1. Continue to strengthen and embed effective teaching strategies across all classes, ensuring consistency in the use of CPA approaches, questioning and responsive teaching.
2. Further develop teachers' expertise in reasoning and problem-solving to secure deeper learning.
3. Refine and evaluate intervention programmes to ensure accelerated progress for identified groups of learners.
4. Build upon improvements made through Year 2 of the three-year mathematics strategy and continue to strengthen curriculum design, progression and standards.*(SDP Priority 2026-27)*

Priority 2	
PRIORITY 2: LLC: Introduce British Sign Language (BSL) as a recognised international language (Year 1) 2.1 Introduce British Sign Language (BSL) as a recognised international language 2.2 Continue to develop pupils' oracy skills and application of these to improve their writing skills	
Action completed	**Impact**
• British Sign Language teacher employed one day per week to deliver progressive BSL lessons from Reception to Year 6. • Staff participated in ongoing BSL training and professional learning. • BSL was promoted through assemblies, classroom activities and Governors Go Exploring sessions.	**2.1 Introduce British Sign Language (BSL) as a recognised international language** • The school has made a strong start towards achieving this target. Many staff have developed increased confidence in using BSL and understanding inclusive communication. • Most pupils engage enthusiastically in BSL lessons and demonstrate positive attitudes towards learning a new language. • Many pupils use an increasing range of signs accurately and confidently during lessons and informal situations around the school. • Most pupils have developed a greater awareness and appreciation of communication diversity and inclusion
• Voice 21 professional learning continued throughout the year. • Oracy progression documents and working walls were embedded across the school. • Staff developed greater consistency in planning opportunities for structured talk across the curriculum. • Evidence was collated successfully and the school achieved Voice 21 Oracy Centre of Excellence accreditation.	**2.2 Continue to develop pupils' oracy skills and application of these to improve their writing skills** • The school has made very strong progress towards this target. Professional learning has significantly strengthened teachers' understanding of high-quality oracy pedagogy. • Most teachers now provide purposeful opportunities for pupils to develop and apply speaking and listening skills across the curriculum. • Most pupils speak confidently about their learning and explain their ideas using increasingly sophisticated vocabulary. • Many pupils apply taught vocabulary, sentence structures and talk strategies successfully within their written work, resulting in improvements in organisation, sentence construction and overall quality of writing. • Achievement of Voice 21 Oracy Centre of Excellence status provides strong external validation of the quality, consistency and impact of provision

Next steps	
1. Embed and sustain the effective teaching of BSL through the Languages, Literacy and Communication Area of Learning and Experience Action Plan. 2. Continue to develop opportunities for pupils to use BSL in authentic contexts and daily school life. 3. Maintain the school's high-quality oracy provision and Centre of Excellence status through ongoing professional learning, monitoring and curriculum development. 4. Develop a more consistent approach to grammar and spelling through the LLC Area of Learning and Experience Action Plan. 5. Monitor standards closely to ensure improvements in speaking, listening and writing are sustained and built upon over time.	

Priority 3	
PRIORITY 3: Embed empathy and emotional literacy across the school to support wellbeing, emotional development and a whole-school culture of care (Year 1) 3.1 Provide clear strategic leadership for the Empathy Lab Initiative 3.2 Integrate empathy-based learning across the curriculum 3.3 Develop pupil participation, staff development and an enabling ethos around empathy 3.4 Embed a consistent approach to support pupils' emotional regulation	
Action completed	**Impact**
• Established an Empathy Lab leadership team and led the Local Authority Empathy Lab project. • Introduced daily Connect and Reflect sessions across the school. • Embedded empathy-rich texts and resources within curriculum planning. • Delivered high-quality professional learning for staff. • Developed partnerships with Cardiff Metropolitan University and Empathy Lab. • Introduced social action opportunities, wellbeing initiatives and pupil leadership activities.	**3.1, 3.2, 3.3 and 3.4** • The school has made very strong progress towards this priority. Leaders have provided highly effective strategic direction and established a coherent whole-school approach to empathy and emotional literacy. • All staff implement Connect and Reflect sessions consistently and use high-quality resources effectively to promote discussion, reflection and emotional awareness. • Learning walks, listening to learners and pupil surveys indicate that most pupils have developed a stronger understanding of empathy and emotional awareness. • Nearly all pupils demonstrate positive attitudes towards learning and show respect for the views and feelings of others. • Many pupils use an increasingly rich emotional vocabulary during discussion and in written work. • Many older pupils apply empathy successfully through peer support, social action projects and positive relationships across the school community. • The school's leadership of the Local Authority Empathy Lab network has strengthened provision significantly and established the school as a leading practitioner within this area

Next steps
1. Continue to strengthen and embed relational approaches and emotional regulation strategies across all classes.
2. Further develop opportunities for pupils to engage in meaningful social action projects within school and the wider community.
3. Extend the strategic development of Empathy Lab through Year 2 of implementation.
4. Continue to monitor impact and sustain the high standards already achieved through regular self-evaluation and professional learning.*(SDP Priority 2026-27)*

Priority 4	
PRIORITY 4: Strengthen pupils' digital competencies 4.1 Implement a safe, ethical and effective use of AI tools to enhance teaching, learning and planning 4.2 Ensure pupils apply their DCF skills purposefully across the curriculum and can confidently identify and articulate the digital skills they are developing	
Action completed	**Impact**
• Whole-school AI policy adopted. • Staff audits and professional learning completed. • DCF progression maps developed and shared. • Dedicated DCF days delivered. • Digital Citizenship Charter developed in partnership with Wise Kids. • Learning walks, pupil voice activities and monitoring carried out throughout the year.	**4.1 Implement a safe, ethical and effective use of AI tools** • The school has made good progress towards this target. Many staff demonstrate improved confidence when using AI to support planning, resource development and teaching. • Many teachers understand the importance of ethical and safe use of AI and apply agreed procedures appropriately. • Many older pupils demonstrate an age-appropriate understanding of artificial intelligence and can discuss both the benefits and limitations of AI tools. • Many pupils understand the importance of evaluating information critically and recognising that AI-generated content may not always be accurate.
• DCF progression documents developed and embedded. • Staff training strengthened understanding of DCF progression and digital pedagogy. • Planned opportunities for pupils to apply digital skills across the curriculum increased.	**4.2 Ensure pupils apply their DCF skills purposefully across the curriculum and can confidently identify and articulate the digital skills they are developing** • Progress towards this target is developing securely. Many teachers provide increasingly purposeful opportunities for pupils to apply digital skills across curriculum areas. • Many pupils use digital tools confidently to support research, presentation and problem-solving activities. • Many older pupils independently select appropriate digital applications to enhance their learning. • Many pupils are beginning to articulate the digital skills they are developing and explain how these support learning across the curriculum.

	• The Digital Citizenship Charter has strengthened pupils' understanding of responsible online behaviour and digital wellbeing

Next steps
1. Embed and sustain digital competence developments through the DCF Leaders Action Plan.
2. Continue to develop pupils' understanding of AI, digital citizenship and online safety through planned curriculum opportunities.
3. Further strengthen consistency in the application of DCF skills across all classes.
4. Continue monitoring standards through learning walks, listening to learners and scrutiny of digital learning to ensure improvements are sustained over time.

School Development Plan 2026-27 Overview



Subsidiary Action Plans



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School Development Plan Priorities 2026-27

Priority 1: Curriculum Design: Review and develop the school's curriculum design to strengthen concept-based learning, enquiry, progression and learner independence. 1.1 Strengthen teaching and learning through the implementation of a concept-based curriculum and enquiry-based approaches. 1.2 Strengthen curriculum design, progression and authentic learning experiences. 1.3 Strengthen curriculum leadership, monitoring and accountability.
CONTEXT / RATIONALE:
Since the introduction of Curriculum for Wales, Troedyrhiw has made good progress in developing a purposeful curriculum that meets the needs and interests of pupils. Leaders have established clear Areas of Learning and Experience (AoLE) leadership roles and responsibilities, enabling staff to drive curriculum development within their specialist areas. Staff have worked collaboratively to develop progression maps, refine curriculum overviews and strengthen subject knowledge across all six Areas of Learning and Experience. As a result, planning is consistent across the school and staff are increasingly confident when designing and delivering the curriculum. As a result of this work, pupils experience a curriculum which increasingly reflects the principles of Curriculum for Wales and provides opportunities to develop knowledge, skills and experiences across the six Areas. Monitoring and evaluation procedures demonstrate that many learning experiences are engaging, relevant and responsive to the needs, interests and backgrounds of pupils. Staff place increasing emphasis on pupil voice and authentic learning opportunities, ensuring that curriculum content reflects the local community and helps to broaden pupils' understanding of Wales and the wider world. Self-evaluation activities show that there is now a need to refine curriculum design further to strengthen progression in the integral skills (creativity and innovation, critical thinking and problem solving, planning and organising, and personal effectiveness). Pupils are developing these skills across the curriculum; however, progression is not always planned consistently between classes and year groups. In addition, enquiry-based learning is not always developed in a way that enables learners to independently apply their skills, knowledge and understanding with increasing confidence.
SUCCESS CRITERIA:
Teachers will: ● Confidently plan and deliver learning using concept-based and enquiry-based approaches. ● Use effective questioning and Big Questions to deepen pupils' thinking and understanding.

- Provide opportunities for pupils to apply knowledge and skills through authentic learning experiences.
- Use progression maps and curriculum guidance consistently when planning learning.

Pupils will:

- Explain the skills they are using.
- Apply integral skills independently.
- Develop enquiry, problem-solving and critical thinking skills.
- Make meaningful connections across learning.
- Show increased independence and resilience.

Leaders will:

- Appoint a Curriculum Lead to provide strategic oversight of curriculum development across the school.
- Review and refine curriculum leadership roles and responsibilities to strengthen accountability and consistency across all Areas of Learning and Experience.
- Lead, coordinate and monitor the implementation of Concept-Based Curriculum Design, TASC and integral skills progression across the school.
- Provide professional learning, coaching and support for staff to develop confidence and consistency in curriculum design and enquiry-based learning approaches.
- Monitor the quality and consistency of curriculum implementation through planning scrutiny, learning walks, listening to learners activities, work scrutiny and professional dialogue.
- Evaluate the impact of curriculum developments on pupil engagement, independence, progression and the application of integral skills.

Standards:

- Most pupils identify, explain and apply integral skills independently across a range of learning contexts.
- Most pupils can confidently identify and explain the integral skills they are developing and describe how these skills are applied across different areas of learning and real-life contexts
- Teaching consistently supports high-quality enquiry-based learning through the effective use of the TASC framework, enabling pupils to develop independence and apply their integral skills across the curriculum

TEAM LEADER	Hannah James	TEAM MEMBERS	Jacqui Roome	LINK GOVERNOR	TBA

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CROSS REFERENCE LINKS			
VISION	CfW	ESTYN	UNCRC
Troedyrhiw CPS: STARs Skilful, knowledgeable and ambitious learners Successful and resilient life-long learners who aspire to be shining stars.	CfW Four Purposes: Ambitious, capable learners • communicate effectively using different forms of language Ethical, informed citizens • understand communication diversity and inclusion Enterprising, creative contributors • express themselves using a range of communication methods	**IA1 Learning** • Progression in language skills • Development of communication skills • Effective teaching **IA2 Wellbeing** • Inclusive learning environments **IA3 Leadership** • Curriculum development • Professional learning	Article 12: Respect for the Views of the Child Article 13: Freedom of Expression Article 28: Right to Education Article 29: Goals of Education
NATIONAL	LOCAL (RARS)	GOVERNORS	PUPILS
• Improve progression • Curriculum Reform • Raise standards	RARS Priorities: • Improving achievement and progression • Developing workforce capacity • Supporting innovation	Governors are involved through: • Curriculum Link Governor • Governors Go Exploring • Standards Committee	Pupils are involved through: • Un Llais • Curriculum ambassadors • Listening to Learners • Topic planning consultations

ACTION What do we need to do?	HOW How will we do it?	OUTCOME What will success look like?	Who? When? Budget?	MER / EVIDENCE Strengths? Way Forward?
1.1 Strengthen teaching and learning through the implementation of a concept-based curriculum and enquiry-based approaches.				
1.1.1 Develop staff understanding of concept-based curriculum design.	Professional Development • Curriculum Lead (CL) to develop staff understanding on concept-based curriculum design. • CL to work with staff to develop a shared	• Teachers are able to explain and apply principles of concept-based curriculum design. • Curriculum plans are centred around meaningful concepts rather than isolated topics. • Teachers recognise and develop a balanced approach for topic teaching, identifying times where topic knowledge and skills are taught and when they are developed	Curriculum Lead - H James Monthly collaborative staff meetings to discuss and review planning and	Staff meetings dedicated to curriculum review / professional dialogue Learning Walks Pupil Voice and Curriculum Groups Coaching with CL

	understanding of concepts and use these to plan an overview of concepts and big questions for each year group - 2 year cycle. ● Review curriculum planning formats to support concept-led planning. ● Agree with staff medium and short term planning, identifying planned progression of pupils' integral skills. ● Implement monthly staff meetings to review curriculum design and planning and use this information to develop staff skills and expertise.	through concepts and enquiry-approach. ● Pupils make meaningful connections between knowledge, skills and concepts.	curriculum design.	
1.1.2 Develop staff understanding and implementation of enquiry-based learning and the TASC approach.	● Review and relaunch the school's TASC approach (ensure teaching and	● Teachers and support staff confidently use TASC to support enquiry-based learning.	CL - H James Teaching Staff Support staff Monthly staff meetings	Curriculum Planning Learning walks Listening to Learners Book Looks

	support staff understand the TASC wheel and their role as facilitators in learning). ● Provide professional learning on enquiry-based learning - what is it?How does it differ from topic based learning? What are the benefits to learners? ● Develop agreed whole-school expectations for TASC planning and delivery. ● Develop and support teachers skills through partnership working (Coaching sessions with CL).	● Teachers develop effective Big Questions that support TASC and enquiry-based learning. ● Enquiry approaches are implemented consistently across the school. ● Toolkit and updated teaching and learning policy provides guidance to staff and examples of effective practice that includes effective teaching strategies, and effective learner outcomes. ● Most pupils engage actively in enquiry and problem-solving activities. ● Most pupils take increasing ownership of their learning and decision-making, especially as they move through the school.	dedicated to curriculum design, review. INSET - 04.01.27, 15.02.27	Staff meeting minutes (Curriculum Meetings)
1.1.3 Strengthen questioning, discussion and the use of Big Questions to deepen thinking and learning.	● CL to provide professional learning on effective questioning strategies.	● Teachers use questioning effectively to challenge and extend thinking. ● Big Questions promote curiosity, discussion and enquiry. ● Most pupils explain their reasoning and justify ideas confidently.	CL - H James SLT Teachers	Lesson observations Learning walks Listening to Learners Book Looks Staff meetings (Curriculum focus)

	• Develop a toolkit / updated Teaching and Learning policy for creating effective Big Questions. • Use monthly staff meetings to discuss and share effective practice. • CL meets with staff (termly) to review concept based planning and pupils books to identify what's working well and any areas of support / development required. • Lesson observations to include the theme of questioning (termly)	• Most pupils engage in deeper discussion and enquiry. • Most pupils demonstrate improved critical thinking skills. • Most pupils develop their problem solving skills and resilience in learning effectively.		
1.2 Strengthen curriculum leadership, curriculum progression and authentic learning experiences.				
1.2.1 Establish leadership responsibilities to oversee curriculum review, implementation and evaluation.	• Appoint a Curriculum Lead to oversee curriculum review and development.	• Leaders provide clear strategic direction for curriculum development. • Leadership responsibilities are clearly understood. • Curriculum improvement is monitored effectively.	Headteacher Curriculum Lead Experiences and	SDP reviews Monitoring reports Governor reports

	• Define leadership roles and responsibilities. • Provide regular updates to SLT and governors.	• Governor nominated as Curriculum Link.	Community Lead SLT	
1.2.2 Strengthen curriculum progression, breadth and depth across all Areas of Learning and Experience.	• Review and refine progression maps for six areas of learning. • Develop systems to monitor curriculum coverage, breadth and depth. • Use progression documentation to support curriculum planning.	• Planning demonstrates clear progression in knowledge, skills and understanding. • Leaders have clear oversight of curriculum coverage. • Curriculum provision reflects Curriculum for Wales expectations - breadth and depth and local context	CL - H James AoLE Leads	Curriculum maps - Long term planning Medium term Planning Short-term planning Curriculum audits / AOLE overviews Learning walks
1.2.3 Strengthen authentic learning experiences and the implementation of the "20 Things to do at Troedyrhiw" programme.	• Appoint a Learner Experiences and Opportunities Lead. • Review the "20 Things to do at Troedyrhiw / Experiences Passport" progressively across the curriculum. • Monitor implementation through curriculum	• Pupils access the agreed learner experiences progressively throughout their time at school. • Teachers plan authentic opportunities that enable pupils to apply knowledge and skills. • Learning reflects the school's values, locality and community.	LE & C Lead - H Richards AOLE Leads	Curriculum maps Learning walks Pupil voice Experience passports Governor reports

	planning and reviews.			

TRAINING / COACHING	WIDER COMMUNITY	SUPPORT FROM OTHERS
• Monthly staff meetings for curriculum collaboration / co-coaching opportunities • INSET - 04.01.27 / 15.02.27 (focus determined from staff meetings / curriculum audits) • CL and staff meets - termly	• Local visits and visitors. • Community projects and partnerships. • Learning linked to Troedyrhiw, Wales and the wider world. • Parent and family engagement activities. • Cluster collaboration and sharing effective practice.	• SCP - Owen Morgan • Visits to other schools (CPP) • CSC advisors

Priority 2: Strengthen the quality and consistency of teaching, assessment and leadership in mathematics to improve pupils' understanding, reasoning and progress.

- 2.1 Teaching: Embed highly effective teaching approaches in mathematics to improve pupils' learning and progress.
- 2.2 Assessment & Intervention: Develop a robust assessment system that identifies pupils' progress, informs planning and supports timely intervention.
- 2.3 Leadership: Strengthen leadership of mathematics through effective monitoring, coaching and professional learning.

CONTEXT / RATIONALE:

During 2025-26 the school made good progress in strengthening mathematics provision through the introduction of White Rose Maths, professional learning and curriculum development. Monitoring activities identified improvements in teachers' subject knowledge, curriculum progression and pupils' confidence when applying number skills.

Learning walks, scrutiny of pupils' work and pupil progress discussions indicate that many teachers are beginning to use effective approaches such as Concrete-Pictorial-Abstract (CPA), responsive teaching and purposeful questioning. However, these approaches are not yet consistently embedded across all classes. There remains variation in the quality of mathematical discussion, opportunities for reasoning and the use of assessment to inform next steps in learning.

The school has begun to develop assessment materials and tracking systems. Leaders now wish to strengthen the use of assessment information to identify gaps in learning, monitor pupils' progress over time and ensure that teaching and interventions respond effectively to pupils' needs.

Through coaching, triad working, professional dialogue and sharing effective practice, staff will continue to refine teaching approaches and improve consistency across the school. This work will build upon improvements already secured and support further improvements in standards.

This priority also reflects current Welsh Government developments. Welsh Government is reviewing the Literacy and Numeracy Framework (LNF) and implementing a new Foundational Literacy and Numeracy Plan, with an increased focus on progression, assessment, intervention and raising standards in numeracy. Through this priority, the school will continue to strengthen teaching, assessment and curriculum provision in mathematics whilst responding to emerging national guidance and expectations.

SUCCESS CRITERIA:

Teachers will:

- Consistently use highly effective approaches when teaching mathematics.
- Use CPA approaches confidently to develop pupils' understanding of mathematical concepts.
- Use assessment information effectively to plan next steps in learning.
- Provide regular opportunities for pupils to reason, explain and solve problems.
- Participate actively in coaching, triad working and professional learning activities.

Pupils will:

- Explain their mathematical thinking using appropriate mathematical language.
- Demonstrate confidence and independence when solving problems.
- Apply number skills accurately across a range of contexts.
- Make strong progress from their individual starting points.
- Show resilience when tackling unfamiliar mathematical challenges.

Leaders will:

- Use assessment information to identify strengths, barriers and priorities for improvement.
- Monitor standards through learning walks, scrutiny of pupils' work and pupil progress reviews.
- Provide effective coaching and support for teachers and teaching assistants.
- Ensure interventions (ALN) are targeted appropriately and evaluated regularly.
- Support sustained improvement through professional learning and collaborative working

Standards:

- Most pupils make secure progress in mathematics.
- Most pupils confidently explain their mathematical thinking and reasoning.
- Most pupils apply their mathematical skills successfully in a range of contexts.
- Teaching is consistently good or better across the school.
- Assessment information demonstrates improved progress and reduced variation between classes and groups of learners.

TEAM LEADER	Martin Mee	TEAM MEMBERS	Rebecca Harris - ALN Maths	LINK GOVERNOR	Laurence Matuszczyk
CROSS REFERENCE LINKS					
VISION		CfW	ESTYN	UNCRC	

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Troedyrhiw CPS: STARs Skilful, knowledgeable and ambitious learners Successful and resilient life-long learners who aspire to be shining stars.	CfW Four Purposes: Ambitious, capable learners who: • use number effectively in different contexts • solve problems • explain ideas and concepts they are learning • connect knowledge and skills across learning	Inspection Area 1: Teaching and Learning • pupils make progress • effective teaching • effective assessment • development of skills Inspection Area 3: Leading and Improving • professional learning improves teaching and learning	Article 28: Right to Education Article 29: Goals of Education
NATIONAL	LOCAL (RARS)	GOVERNORS	PUPILS
• Improving pupils' progression through high-quality teaching and learning. • Raising standards in numeracy. • Reducing the impact of poverty on educational attainment.	RARS Priorities: • Improving achievement and progression. • Developing the education workforce. • Supporting vulnerable learners. • Developing high-quality learning environments.	Governors are involved through: • Governors Go Exploring. • Standards Committee monitoring. • Mathematics link governor activities. • Review of pupil progress information. • Learning walks and scrutiny activities.	Pupils are involved through: • Listening to Learners activities. • Real-life mathematical investigations. • Financial education. • Enterprise activities. • Problem-solving activities linked to school and community life. • Pupil voice and evaluation activities.

ACTION What do we need to do?	HOW How will we do it?	OUTCOME What will success look like?	Who? When? Budget?	MER / EVIDENCE Strengths? Way Forward?
2.1 Embed highly effective teaching approaches in mathematics to improve pupils' learning and progress.				
2.1.1 Develop and implement a whole-school Mathematics Teaching Framework.	Revise and update the Mathematics policy and include reference to effective teaching strategies. These will include effective practice, CPA approaches,	Teachers use a consistent approach when teaching mathematics across the school. Most pupils experience high-quality mathematics teaching regardless of class or year group. Staff confidently discuss and apply the agreed teaching approaches.	M Mee SLT Autumn Term 2026 - collaborate with staff re: policy and effective	Learning walks (termly) Lesson observations (Spring) Staff voice Coaching and planning Pupil voice

	questioning and responsive teaching. Share through staff meetings, coaching and professional learning.		practice (links with triads), Staff meeting time	
2.1.2 Strengthen the use of CPA approaches to support conceptual understanding.	Provide coaching, modelling, demonstration lessons and professional dialogue focused on effective use of concrete, pictorial and abstract representations. Share effective classroom practice across the school.	Most teachers use CPA approaches effectively and consistently. Most pupils use suitable representations to explain their understanding and solve problems. Pupils demonstrate improved conceptual understanding of mathematical concepts.	M Mee Staff Mathematics Adviser Throughout year Release time for coaching	Lesson observations Learning walks Pupil interviews Book scrutiny Photographs of learning environments Pupil progress discussions
2.1.3 Improve pupils' mathematical reasoning, mathematical discussion and problem-solving skills.	Continue to develop staff competencies and confidence using WR scheme to improve pupils' mathematical skills. Teachers plan additional reasoning activities to those in WR and implement through Group Guided Maths (GGM) - once per week.	Most pupils confidently explain their thinking using correct mathematical vocabulary. Most pupils demonstrate resilience when tackling unfamiliar mathematical challenges. Most pupils increasingly justify answers and explain their methods.	Teachers M Mee Throughout year	Listening to Learners Pupil voice Book scrutiny Lesson observations Assessment outcomes
2.1.4 Develop collaborative professional learning through paired working.	Establish paired working to share practice, share strengths, identify areas for development and evaluate impact on teaching and learning. Effective practice is shared across the school.	Staff engage in professional dialogue confidently and identify strengths and areas for improvement in their own practice. Effective teaching approaches are shared and embedded across classes. Teaching becomes increasingly consistent across the school.	SLT All teaching staff Triads established Autumn 2026 Termly reviews	Informal conversations - paired working. Professional dialogue notes PDR reviews Learning walk evidence

		Implementing coaching and mentoring systems as a result of needs from teacher-to-teacher (paired) working		
2.1.5 Monitor and evaluate the quality and consistency of mathematics teaching.	Use triangulated monitoring activities including paired working, learning walks, lesson observations, book scrutiny, pupil voice and assessment information to evaluate standards and identify priorities for improvement. Complete regular learning walks, lesson observations, book scrutiny, listening to learners activities and pupil progress reviews. Use findings to inform coaching and future actions.	Leaders have an accurate understanding of strengths, areas for development and the impact of improvement activities. Improvements in teaching lead to improved standards and progress for pupils.	Maths Lead SLT Link Governor Termly monitoring cycle	Monitoring reports Governor reports Pupil progress meetings Assessment data CPR evaluations SDP reviews
2.2 Develop a robust assessment system that identifies pupils' progress, informs planning and supports timely intervention.				
2.2.1 Develop and implement a consistent mathematics assessment model across the school.	Further develop and refine half-termly assessments.	Teachers assess pupils' mathematical understanding consistently. Assessment information provides an accurate picture of pupils' strengths, gaps in learning and next steps. Teachers use this to inform their planning. Maths lead uses this information to identify strengths in teaching and learning. Maths	M Mee Teaching Staff Autumn Term 2026 No additional cost	Assessment materials Assessment outcomes Planning scrutiny Staff feedback

		leads uses information to track pupil progress. Maths lead uses information to identify training / coaching needs.		
2.2.2 Strengthen the use of assessment information to inform teaching and learning.	Teachers analyse assessment outcomes and use findings to adapt planning, revisit concepts and identify next steps in learning.	Most teachers use assessment information effectively to inform teaching. Learning activities are increasingly responsive to pupils' needs and gaps in understanding.	Teaching Staff Maths Lead Termly reviews	Planning scrutiny Pupil progress meetings Book scrutiny Learning walks
2.2.3 Implement Targeted Maths support to address gaps in pupils' mathematical learning.	Teachers identify pupils requiring additional support through assessment information (National Tests and half-termly assessments). Targeted Maths sessions and bespoke learning activities are planned to address identified gaps and misconceptions.	Pupils identified for support receive timely intervention or targeted class support. Most targeted pupils demonstrate improved understanding, confidence and progress from their starting points.	Teaching Staff Teaching Assistants M Mee Termly review cycle Existing staffing	Targeted Maths records Pupil progress reviews Assessment outcomes Book scrutiny Pupil voice
2.2.4 Strengthen the identification, monitoring and support of pupils with ALN in mathematics.	Maths Lead, ALNCo and teaching staff work collaboratively to identify barriers to learning, plan targeted support and monitor progress of pupils with ALN. Staff access relevant professional learning where appropriate.	Provision for pupils with ALN is increasingly targeted and responsive. Most pupils with ALN make progress against personalised targets and demonstrate improved confidence and engagement in mathematics.	M Mee ALNCo Teaching Staff Termly progress reviews	Pupil progress meetings IDP reviews Assessment data Intervention records Learning walks
2.3 Strengthen leadership of mathematics through effective monitoring, coaching and professional learning.				

2.3.1 Develop the knowledge, skills and confidence of staff teaching mathematics.	Provide professional learning linked to CPA approaches, reasoning, problem-solving, effective intervention strategies and emerging national developments in mathematics. Facilitate opportunities for staff to engage with local authority support, professional networks and high-quality mathematics research.	Teachers and teaching assistants demonstrate improved confidence and subject knowledge when teaching mathematics. Staff apply agreed approaches consistently across the school and adapt provision appropriately to meet learners' needs. Professional learning has a positive impact on the quality of teaching and pupils' learning experiences.	M Mee SLT Teaching Staff Teaching Assistants Throughout the academic year Professional Learning Budget	Staff voice questionnaires Professional learning evaluations Learning walks Lesson observations Book scrutiny Staff self-evaluations PDR reviews
2.3.2 Develop collaborative professional learning through coaching and pair working.	Establish pair groups to observe practice, share strengths, identify areas for improvement and provide coaching and professional support. Use effective practice identified through monitoring activities as a model to support further improvement across the school.	Staff engage confidently in professional dialogue and reflective practice. Effective teaching approaches are identified, shared and embedded across the school. Coaching and triad working contribute to greater consistency in teaching and improved outcomes for pupils.	M Mee SLT Teaching Staff Triads established Autumn Term Termly review cycle Release time as required	Triad records Coaching records Professional dialogue notes Staff evaluations Learning walks Teaching profiles PDR reviews
2.3.3 Use assessment information, trackers and staff evaluations to monitor standards and drive improvement.	The Maths Lead will analyse assessment information, mathematics trackers, intervention records and staff evaluations termly. Findings will be used to identify strengths, gaps in	Leaders have an accurate understanding of standards, progress and provision in mathematics across the school. Assessment information is used effectively to identify trends, groups requiring support and areas for further development. Professional learning, coaching and intervention are	M Mee SLT Link Governor Termly review cycle Existing release time	Mathematics trackers Assessment analysis reports Pupil progress meeting records Staff evaluations Intervention summaries Monitoring reports

	learning, professional learning needs and future priorities. Progress and standards will be reported regularly to SLT and governors.	targeted appropriately and result in improved outcomes for pupils.		Governor reports SDP reviews Headteacher Reports

TRAINING / COACHING	WIDER COMMUNITY	SUPPORT FROM OTHERS
Training / Coaching ● CPA (Concrete, Pictorial, Abstract) approaches. ● Mathematical reasoning and problem-solving. ● Effective use of mathematics assessment and tracking. ● Targeted Maths intervention strategies. ● Mathematics leadership and monitoring. **Coaching** ● Maths Lead coaching and support. ● Triad working and peer observations. ● Sharing effective practice. ● Professional dialogue following monitoring activities. ● Local Authority Mathematics Adviser support.	Parent engagement in mathematics learning. Financial education and real-life mathematics activities. Cluster collaboration and sharing effective practice. Governors Go Exploring and Standards Committee updates.	Local Authority Mathematics Adviser. School Improvement Partner. Cluster Schools. ALN Team. Educational Psychologist (where appropriate). Link Governor.

Priority 3 : Embed empathy, emotional literacy and social action across the curriculum to strengthen wellbeing, reading culture and learners' development as ethical, informed citizens.

3.1 Strengthen curriculum integration of empathy, emotional literacy and diversity.
3.2 Develop pupil leadership, participation and social action.
3.3 Sustain and strengthen emotional literacy and regulation.

CONTEXT / RATIONALE:

During 2025-26, the school made strong progress in establishing a whole-school approach to empathy and emotional literacy through participation in the EmpathyLab programme. Leaders provided clear strategic direction and successfully embedded Connect and Reflect sessions, empathy-rich texts and professional learning opportunities. Monitoring activities, pupil voice and pupil questionnaires indicate that most pupils have developed a stronger understanding of empathy, emotional awareness and positive relationships. Many pupils use an increasingly rich emotional vocabulary and demonstrate respect for the views and feelings of others. The school's leadership of the LA EmpathyLab network further strengthened provision and established the school as a leading practitioner within this area.

As the project enters its second year, leaders recognise the need to move beyond developing awareness and understanding towards ensuring that pupils consistently apply empathy, emotional literacy and social responsibility in authentic contexts. Self-evaluation activities indicate that opportunities for social action, pupil leadership and curriculum integration now require further development to strengthen progression and ensure greater consistency across the school.

This priority also aligns closely with the school's curriculum development work. Empathy provides an authentic vehicle through which pupils can develop and apply the integral skills, particularly creativity and innovation, critical thinking and problem-solving, planning and organising, and personal effectiveness. Through enquiry-based learning, pupils will increasingly explore diverse perspectives, challenge assumptions and apply empathy when responding to real-world issues.

In addition, this work supports the development of a strong reading culture across the school. High-quality literature provides meaningful opportunities for pupils to explore emotions, understand different experiences and develop empathy through stories, discussion and reflection. Leaders will continue to use empathy-rich texts to promote reading engagement whilst strengthening learners' emotional development and understanding of diversity, inclusion and citizenship.

SUCCESS CRITERIA:

Teachers will:

- Consistently embed empathy, emotional literacy and reflection within curriculum planning.
- Use high-quality texts and literature to promote empathy, discussion and reading engagement.
- Provide meaningful opportunities for pupils to explore diverse perspectives and real-world issues.
- Support pupils to participate in social action and community projects.
- Use agreed approaches to develop emotional literacy and emotional regulation.

Pupils will:

- Use an increasingly rich emotional vocabulary to discuss thoughts, feelings and experiences.
- Demonstrate empathy when working, learning and interacting with others.
- Engage positively with reading and discuss characters, emotions and themes thoughtfully.
- Apply empathy through social action, leadership and community-based activities.
- Apply creativity, critical thinking, planning and personal effectiveness through empathy-based enquiries and social action projects.
- Reflect on their learning, actions and relationships with increasing maturity and independence.

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Leaders will:
- Sustain and extend the strategic development of EmpathyLab across the school.
- Monitor the quality and consistency of empathy-based learning and emotional literacy provision.
- Support staff through professional learning, coaching and collaboration.
- Evaluate the impact of empathy-based approaches on wellbeing, engagement, reading and pupil development.
- Strengthen partnerships with EmpathyLab, Cardiff Metropolitan University, families and community organisations.

Standards:
- Most pupils demonstrate empathy, respect and consideration towards others.
- Most pupils use an increasingly sophisticated emotional vocabulary when speaking and writing.
- Most pupils engage positively with reading and discuss texts with understanding and insight.
- Most pupils participate confidently in social action, pupil leadership or community-focused projects.
- Most pupils read regularly for enjoyment and can discuss characters, themes and viewpoints thoughtfully.
- Most pupils demonstrate respect for diversity and show understanding of different experiences, cultures and perspectives.
- Wellbeing, positive relationships and pupil engagement remain strong across the school.

TEAM LEADER	Rachel Jones	TEAM MEMBERS	Jacqui Roome - LA Network	LINK GOVERNOR	Denise Morgan

CROSS REFERENCE LINKS			
VISION	CfW	ESTYN	UNCRC
Troedyrhiw CPS: STARs Active, happy, healthy, caring individuals who are confident in their own self-worth. Responsible, rights-respecting learners.	**Healthy, confident individuals who:** • understand and manage their emotions • form positive relationships • show empathy and respect for others **Ethical, informed citizens who:** • show respect for diversity • engage with contemporary issues • contribute positively to their communities	**Inspection Area 1: Learning** • Wellbeing and attitudes to learning • Development of communication skills • Progression and engagement **Inspection Area 2: Wellbeing** • Relationships • Inclusion • Emotional wellbeing **Inspection Area 3: Leadership** • Strategic leadership • Professional learning • Curriculum development	Article 12: Respect for the Views of the Child Article 13: Freedom of Expression Article 23: Rights of Children with Disabilities Article 29: Goals of Education
NATIONAL	LOCAL (RARS)	GOVERNORS	PUPILS
• Whole School Approach to Emotional and Mental Wellbeing • Curriculum for Wales • Improving pupils' progression • Reducing the impact of poverty on attainment	• Improving wellbeing and engagement • Supporting vulnerable learners • Developing ethical and informed citizens • Workforce development	Governors are involved through: • Wellbeing Committee • Governors Go Exploring • Listening to Learners • Monitoring wellbeing and engagement	Pupils are involved through: • Un Llais • Wellbeing Ambassadors • Social action projects • Reading Ambassadors • Listening to Learners

ACTION What do we need to do?	HOW How will we do it?	OUTCOME What will success look like?	Who? When? Budget?	MER / EVIDENCE Strengths? Way Forward?
3.1 Strengthen curriculum integration of empathy, emotional literacy and diversity.				

3.1.1 Refine curriculum planning to ensure empathy is embedded across all Areas of Learning and Experience.	• Review curriculum plans to identify opportunities for empathy-based learning. • Integrate empathy-rich enquiries, discussions and reflection activities. • Ensure links to integral skills are identified within planning.	• Teachers plan purposeful opportunities for empathy-based learning. • Pupils explore different perspectives and experiences. • Empathy supports progression in the integral skills.	JRoome to arrange network meetings and confirm calendar dates for the year. RJones to lead for school LA Collaboration funding TBC	• Planning scrutiny • Learning walks • Listening to Learners • Curriculum reviews
3.1.2 Use high-quality literature to strengthen empathy and promote a culture of reading.	• Continue to develop empathy-focused text collections. • Plan regular opportunities for discussion, reflection and reading for pleasure. • Develop Reading Ambassador roles and pupil recommendations.	• Pupils engage positively with reading. • Pupils discuss characters, emotions and themes confidently. • Reading increasingly supports emotional literacy and understanding of others.	RJones reading surveys JRoome / RJones	• Reading surveys • Pupil voice • Book scrutiny • Reading engagement data
3.2 Develop pupil leadership, participation and social action.				
3.2.1 Extend opportunities for pupils to apply empathy through leadership and social action.	• Develop and implement pupil-led social action projects. • Strengthen links with the local community. • Provide opportunities for pupils to identify and respond to issues that matter to them. • Use pupil voice activities (Un Llais and Wellbeing Ambassadors) to identify at least one whole-school social action focus annually	• Pupils demonstrate empathy through meaningful action. • Pupils contribute positively to school and community life. • Pupil leadership opportunities increase. • Pupils influence and lead whole-school social action priorities through pupil voice processes.	RJones / HRichards links with Un Llais	• Social action records • Pupil voice • Community feedback • Wellbeing evaluations
3.2.2 Strengthen pupil voice and participation in school improvement.	• Further develop Un Llais and ambassador roles. • Involve pupils in evaluating wellbeing, reading and curriculum experiences. • Ensure pupil feedback informs future developments.	• Pupils feel listened to and valued. • Pupils contribute meaningfully to decision-making. • Leaders use pupil voice to inform improvement planning.	HRichards / RJones	• Listening to Learners • Pupil surveys • Meeting minutes • SDP evaluations
3.3 Sustain and strengthen emotional literacy and regulation.				
3.3.1 Refine whole-school approaches to emotional literacy and regulation.	• Continue daily Connect and Reflect sessions. • Review and refresh resources and approaches.	• Staff consistently implement agreed approaches. • Pupils identify, discuss and manage emotions effectively.	RJ - Refine whole-school approaches to emotional literacy	• Learning walks • Wellbeing surveys • Behaviour and wellbeing data • Staff evaluations

	• Provide professional learning where required.	• Positive relationships and wellbeing are maintained.		
3.3.2 Evaluate and extend the strategic development of EmpathyLab.	• Continue collaboration with EmpathyLab and Cardiff Metropolitan University. • Share effective practice within the Local Authority network. • Evaluate impact and identify future development priorities.	• Leaders sustain a high-quality EmpathyLab programme. • Effective practice is shared beyond the school. • The school remains at the forefront of empathy-based education.	Rachel Jones Jacqui Roome Wellbeing Team Ongoing throughout year Existing release time / collaboration funding	• Network meetings • Professional dialogue • Monitoring reports • SDP reviews

TRAINING / COACHING	WIDER COMMUNITY	SUPPORT FROM OTHERS
EmpathyLab professional learning.- national network meetings	Social action projects.	EmpathyLab UK.
Emotional literacy and regulation strategies - shared practice from LA network meetings	Partnerships with families.	Cardiff Metropolitan University.
Coaching from curriculum leaders.	Community organisations and charities.	School Improvement Partner.
	Reading events and family reading opportunities.	
	Cluster and Local Authority collaboration.	

SDP Checklist

SDP requirement	✔	Comments
Vision **Does a clear vision set the context for the SDP?** In order for the school to make sustained improvements and move forward, it needs to have a clear purpose that is shared and understood by all. In setting its vision, a school should consider the context in which it operates and agree a vision that is both motivational and achievable, and is underpinned by solid practical strategies.	✔	Vision statement is clearly articulated at the beginning of the SDP and is reflected throughout all priorities. The school's STARS values, curriculum aims and whole-school approach to wellbeing provide a clear strategic direction for improvement. Priority success criteria and cross-reference sections demonstrate alignment with the vision and four purposes.
School performance Information **Has school performance information been considered?** In preparing or revising the SDP, the governing body must have regard to school performance information, including attainment results, school comparative information and other performance information relating to pupils' educational performance	✔	Each priority includes a detailed rationale informed by self-evaluation, monitoring activities, pupil voice, assessment information, learning walks, scrutiny activities, professional dialogue and review of previous priorities. Previous SDP evaluations directly inform the priorities identified for 2026-27.
National priorities in regulations are: (a) raising the standards of education in relation to literacy and numeracy; and (b) reducing the impact of poverty on educational attainment;	✔	Priority 1 supports curriculum reform and improving pupil progression. Priority 2 focuses on raising standards in numeracy and mathematics. Priorities 2 and 3 support equity and reducing barriers to learning through targeted intervention, wellbeing provision and emotional literacy development. National and local links are explicitly referenced within each priority.
Monitoring, Review and Revision **Is there evidence of monitoring, review and revision of the SDP?** **Is it a live document? How are revisions reported?** The governing body must monitor, review and revise the SDP annually and following inspection. Effective school development planning should be a continuous process informed by self-evaluation.	✔	Each priority identifies clear monitoring and evaluation arrangements, including learning walks, book scrutiny, listening to learners, assessment information, pupil progress meetings, coaching records and SDP reviews. Progress is reported termly through leadership and governor structures and informs ongoing self-evaluation.
Consultation In preparing or revising a school development plan the governing body must consult— (a) the head teacher of the school (if that person is not a member of the governing body); (b) registered pupils at the school; (c) parents of registered pupils; (d) school staff; and (e) such other persons as the governing body considers appropriate.	✔	The SDP context states that the plan was written in consultation with staff, governors, pupils and parents. Pupil voice, parental feedback, staff self-evaluation and governor review activities contribute to identifying school improvement priorities.
School Improvement Targets, Expected Outcomes and Strategy **Does the SDP contain school improvement targets, expected outcomes and strategy?** The SDP must include: a brief statement setting out the school improvement targets for the current school year; a brief statement setting out the expected outcomes arising from those targets; and a brief statement setting out the strategy for achieving those targets.	✔	Detailed school improvement targets are identified within Priorities 1-3. Each priority includes rationale, success criteria, leadership responsibilities, actions, implementation strategies and expected outcomes for teachers, pupils, leaders and standards.
Professional development strategy **Does the SDP include details of how professional learning will support the achievement of school improvement targets?** The SDP must include details of the governing body's strategy for the professional development of staff in order to meet the school improvement targets.	✔	Each priority identifies professional learning, coaching and support required for successful implementation. Priority 1 includes concept-based curriculum design, enquiry learning and questioning. Priority 2 includes mathematics pedagogy, CPA approaches, assessment and coaching. Priority 3 includes EmpathyLab development, emotional literacy and collaborative professional learning.
Working with the community **Does the SDP explain how the governing body will seek to meet the school improvement targets by working with parents/carers, local residents, other schools, agencies and businesses?** The SDP must include details of how the governing body will work with others in seeking to achieve the school improvement targets.	✔	Each priority identifies opportunities to work with parents, community organisations, cluster schools, universities, local authority networks and external agencies. Priority 3 includes social action projects, family engagement, EmpathyLab partnerships and community-based learning opportunities.

School staff and school resources (including financial resources) **Does the SDP explain how the governing body will make best use of staff and resources (including financial resources) to meet the school improvement targets?** The SDP must include details of how current and anticipated staff and resources, including financial resources, will be used to achieve current and future school improvement targets.	✔	Named staff lead each priority and action area. Grant spending plans demonstrate how staffing, release time, training, collaboration and resources support delivery of improvement priorities. Resource allocation is directly linked to identified school improvement needs.
Previous targets **Does the SDP include a review of progress against previous school improvement targets?** The SDP must contain a brief statement setting out the extent to which previous school improvement targets were met and, where they were not met fully, an explanation of the reasons.	✔	The SDP includes a comprehensive review of all 2025-26 priorities. Each priority identifies actions completed, impact achieved and next steps. Findings from the evaluation section provide a clear evidence base for the new SDP priorities.
Success Criteria and Expected Outcomes **Are there clear expected outcomes and success criteria against which intended improvements can be evaluated?** Expected outcomes should focus on raising standards and improving outcomes for learners and should provide a clear way of evaluating the effectiveness of improvement activities.	✔	Success criteria are identified for teachers, pupils, leaders and standards within each priority. Expected outcomes focus on improvements in teaching, learner progress, wellbeing, leadership and curriculum provision and provide clear measures for future evaluation.
Milestones, Responsibilities and Implementation Arrangements **Does the SDP clearly identify actions, responsibilities, timescales and monitoring arrangements?** Effective school development planning should identify implementation arrangements, leadership responsibilities, monitoring activities and review points to support evaluation and accountability.	✔	Each priority identifies actions, leadership responsibilities, professional learning, community involvement, timescales and monitoring activities. Monitoring and evaluation arrangements provide clear milestones and review points throughout the academic year.
Three-Year School Development Plan **Does the SDP operate as a rolling three-year plan?** The governing body must ensure that the School Development Plan operates as a rolling three-year plan. Year 1 should contain detailed priorities, targets and strategies, whilst Years 2 and 3 should identify the school's high-level priorities and targets for future improvement. The three-year approach should support long-term strategic planning and continuous school improvement	✔	The SDP contains a clear three-year overview. Year 1 contains detailed priorities, rationale, actions and success criteria. Years 2 and 3 identify future strategic priorities to support longer-term improvement planning and sustainability.
Publication and Accessibility **Has the governing body made arrangements to publish the SDP and make it available to stakeholders?** The governing body must publish the SDP and make it available to parents, staff and other stakeholders.	✔	The SDP explains that it is shared with governors and staff, an infographic version is made available through the school website and a full copy is available to stakeholders on request. A pupil-friendly version is also planned to improve accessibility and stakeholder understanding.