

Ysgol Bryn Gwalia



School Development plan 2025-2028



Context of the School

Ysgol Bryn Gwalia is situated in the centre of the market town of Mold. There are currently 144 pupils on roll, aged 3–11. Most pupils come from homes where English is the main language of communication, and nearly all learn Welsh as a second language.

Pupils join the school with a wide range of starting points and attainment. Currently, 51% of pupils are entitled to free school meals, and 15% are identified with Additional Learning Needs (ALN). There are also 9 pupils recorded as learners with English as an Additional Language (EAL).

The school is led by the Headteacher, in post since January 2021, supported by a Senior Leadership Team (SLT) comprising the Headteacher, Deputy Headteacher, ALNCo and Foundation Phase Lead.

National Priorities

The school takes account of the Welsh Government's national priorities for education in Wales, which set an aspirational vision for the sector:

- Learning for life
- Breaking down barriers – improving attendance
- A positive educational experience for everyone
- High-quality teaching and leadership
- Community-based learning
- Cymraeg belongs to us all

Grant Funding

Ysgol Bryn Gwalia receives grant funding from Welsh Government through several key funding streams, including:

- Education Improvement Grant (EIG)
- Pupil Development Grant (PDG)
- Professional Learning Grant (PLG)
- Recruit, Recover and Raise Standards Grant (RRRS)
- Additional Learning Needs Implementation Grant (ALNI)

These grants are referenced throughout the plan and detailed further in the Grant Planning Overview available on the school website and agreed by the Local Authority.

The school has also benefited from additional funding:

- The Headteacher is an Associate of the National Academy of Education Leadership, which provides a £20,000 grant over 2 years.
- A further £15,000 grant has been awarded for Welsh language development.

Vision, Purpose and Values

Our vision, “Growing Together, Aiming High,” ensures collaboration and collective responsibility for progress are at the heart of our work. This vision is underpinned by our core values of kindness, honesty, resilience, and nurture, which guide us in implementing the Curriculum for Wales and delivering the very best for our pupils, families, and wider community.

Who Contributes to this Plan?

Learners: As part of the self-evaluation process, pupils provide feedback through surveys and representation on the School Council. The School Council also produces a child-friendly SDP which is shared with pupils.

Staff: All staff contribute directly to self-evaluation and the SDP, using the Schools as a Learning Organisation model to provide ongoing feedback.

Parents/Guardians: Feedback is collected through questionnaires, surveys, workshops, and open evenings, providing opportunities for partnership in school improvement.

Stakeholders and Governors: The school works closely with the Local Authority, external agencies, and governors. Governors play a key role in monitoring and self-evaluation, always ensuring accountability.

All information gathered is collated to identify strengths, next steps, and areas for development. The school uses the National Framework for Evaluation, Improvement and Accountability to support ongoing self-evaluation and quality assurance.

How We Measure Our Success

Progress against our key priorities is measured through a wide range of monitoring and quality assurance activities, including:

- A structured monitoring and quality assurance calendar
- Regular staff meetings (teaching and non-teaching staff)
- Monitoring of planning and evaluations of learning
- Target setting for each child through Pupil Progress Reviews
- Termly monitoring and tracking of pupils' learning, well-being, and potential
- Lesson observations, learning walks, learner voice, and work scrutiny
- Analysis of assessment data (on-entry baselines, observations, ongoing assessments, and standardised tests)
- Questionnaires to staff, parents, children, and partners (Welsh Government and school-developed)
- Monitoring and moderation of pupil work, targets, displays, and evaluations
- Peer learning visits, coaching, and mentoring
- Liaison with external partners (e.g., Inclusion Services) to ensure best provision for pupils

Each year, we also update and refine our Self-Evaluation Framework, ensuring it reflects the National Framework for Evaluation, Improvement and Accountability.

2025 – 2026	2026 – 2027	2027-2028
<p>Skills Across the Curriculum</p> <ul style="list-style-type: none"> Refine provision to ensure pupils consistently apply literacy, numeracy, and digital skills in real-life contexts. Improve reading comprehension across the school. Promote independent learning to build resilience, ownership, and self-motivation. <p>Expressive Arts and Enrichment</p> <ul style="list-style-type: none"> Develop music provision and improve outcomes across the school. Review and enhance outdoor learning opportunities for Nursery–Year 2. <p>Equity and Wellbeing</p> <ul style="list-style-type: none"> Narrow the attainment gap for disadvantaged and vulnerable learners through trauma-informed approaches. Monitor and evaluate the impact of strategies to narrow the gap. Maintain and improve attendance levels to support engagement and equity. <p>Digital Learning and Resources</p> <ul style="list-style-type: none"> Continue the replacement and upgrading of ICT hardware through Hwb funding. <p>Curriculum Development and Transition</p> <ul style="list-style-type: none"> Review and refine provision as the Curriculum for Wales is further implemented. Revisit cluster transition arrangements and strengthen the cluster transition plan. 	<p>Strengthen Core Skills</p> <ul style="list-style-type: none"> Ensure pupils consistently apply literacy, numeracy, and digital skills in real-life contexts. Improve reading comprehension across the school. Promote independent learning across all year groups. <p>Expressive Arts and Enrichment</p> <ul style="list-style-type: none"> Further develop music provision and outcomes. Extend outdoor learning opportunities for Nursery–Year 2. <p>Equity, Wellbeing and Engagement</p> <ul style="list-style-type: none"> Narrow the attainment gap for disadvantaged and vulnerable learners through trauma-informed approaches. Monitor the impact of strategies to secure improvement. Maintain and improve attendance levels to support engagement. <p>Digital Learning and Infrastructure</p> <ul style="list-style-type: none"> Continue upgrading ICT hardware through Hwb funding to strengthen digital learning. <p>Curriculum Development</p> <ul style="list-style-type: none"> Review and refine Curriculum for Wales provision to ensure breadth, balance, and progression. <p>Transition and Collaboration</p> <ul style="list-style-type: none"> Strengthen cluster transition arrangements and review the transition plan for smooth learner progression. <p>Welsh Language and Culture</p> <ul style="list-style-type: none"> Work towards achieving the Cymraeg Campus Gold Award. 	<p>Ensure Equity for All Learners</p> <ul style="list-style-type: none"> Secure equity through strategies that close attainment gaps, strengthen wellbeing, and provide inclusive opportunities. <p>Digital Learning and Infrastructure</p> <ul style="list-style-type: none"> Fully upgrade ICT hardware through Hwb funding to ensure reliable access to digital learning for all pupils. <p>Collaboration and Wider Learning</p> <ul style="list-style-type: none"> Establish strong partnerships with other providers to ensure all learners access the best possible learning experiences within and beyond the school.
<p>Ongoing Priorities:</p>		
<p>Welsh Language and Culture: Promote Welsh language skills across the school and work towards achieving the Aur (Gold) Award in Cymraeg Campus.</p> <p>Whole School Approach to Emotional and Mental Well-being: To promote a positive, supportive, and emotionally healthy environment for all members of the school community.</p> <p>Attendance: Improve attendance levels for all pupils, with a particular focus on reducing non-authorized absence among pupils eligible for free school meals (eFSM).</p> <p>Equity and Inclusion: Continue to narrow the attainment gap for learners who are eligible for free school meals (eFSM), ensuring equity of access and outcomes.</p>		

Progress since last inspection

Recommendation: Refine provision to ensure that there are consistent opportunities for pupils to apply their literacy, numeracy and digital skills in relevant, real-life situations		
Actions	Impact on Learners	Impact on Provision
Organise topics across the school that are relevant to pupils' age, stage, and maturity, ensuring appropriate progression.	Secure progression in knowledge and skills year-on-year. Increased confidence through age-appropriate challenge. Deeper understanding as learning builds cumulatively.	Whole-school progression maps across all AOLEs. Planned progression of skills and concepts from Foundation to upper phases. Regular collaborative planning and review to ensure coherence. Explicit mapping of LNF and DCF objectives in all topics.
Ensure full coverage of the Literacy and Numeracy Framework (LNF) and the Digital Competence Framework (DCF) across the curriculum.	Strong literacy and numeracy applied across subjects. Confident and safe use of digital technologies. Improved independence in research, problem-solving and communication.	Cross-curricular opportunities for reading, writing, numeracy and digital tasks. Ongoing staff training and moderation to maintain standards.
Embed a strong focus on Cynefin (locality, Wales, and beyond) within each topic to provide meaningful, real-life contexts	Strong sense of identity and belonging. Meaningful understanding of Wales in a global context. Increased engagement through real-life learning.	Topics rooted in local contexts and real community issues. Planned opportunities to explore Welsh culture, history and language. Comparative studies linking local, national and global perspectives.
Develop Changemakers projects in the community, giving pupils purposeful opportunities to apply skills in real-life situations.	Purposeful application of skills in real-life contexts. Development of leadership, teamwork and resilience. Greater social responsibility and community awareness.	Structured project-based learning linked to curriculum skills. Partnerships with local organisations and community groups. Opportunities to present outcomes to authentic audiences
Ensure financial education is embedded across the curriculum so pupils develop practical skills for life.	Practical money-management and budgeting skills. Real-world application of numeracy. Increased confidence in financial decision-making.	Progressive financial education mapped across year groups. Enterprise and budgeting activities within topics. Use of real-life financial scenarios and digital tools.

Evaluation of Last Year's Priorities for 2024-25

Priority 1: Refine provision to ensure that there are consistent opportunities for pupils to apply their literacy, numeracy and digital skills in relevant, real-life situations.

The school curriculum is broad and balanced, and teachers provide a progressive range of activities to develop pupils' literacy, numeracy, and digital skills. However, opportunities for pupils to apply these skills in relevant, real-life situations are inconsistent across the school.

Areas to Develop

- Ensure that topics are relevant and purposeful, revisiting planning to maximise opportunities for pupils to apply skills in real-life contexts.
- Use the LNF and DCF tracker to secure clear progression of literacy, numeracy, and digital skills.
- Embed a focus on Cynefin (locality, Wales, and the wider world) within topics to strengthen meaningful application.
- Develop pupils as Changemakers within the community to provide authentic opportunities for applying skills.
- Ensure Financial Education is systematically embedded across the curriculum to give pupils practical, real-life learning experiences

Summary of end point:

The action plan indicates a clear intent and strategic structure to promote inquiry through topic-based and real-world contexts. Emphasis on pupil voice (school councils, Hope Hut) and cross-curricular experiences (topic weeks) strongly supports learner agency, another pillar of inquiry-based approaches. Use of learning walks and staff meetings for progression monitoring reflects a commitment to embed and sustain inquiry over time.

Alignment with SHRN Data :The SHRN report provides student-level insights into health, well-being, engagement, and school climate, which are essential to evaluating the effectiveness of an inquiry curriculum.

Areas of Strong Alignment:

Pupil Involvement in Planning: 91% of Bryn Gwalia learners in Years 5/6 agree they have a say in planning activities (vs 73% Wales average). 96% say they help plan school projects – strongly aligned with the inquiry priority on **“Changemakers”** and community-linked learning.

Emotional Well-being & School Belonging: High rates of **trust in teachers (92%)**, **sense of belonging (85%)**, and **access to supportive adults (98%)** reflect a nurturing environment, crucial for successful inquiry learning.

Application of Skills in Real Life: While SHRN doesn't directly assess inquiry learning, indicators like active travel (62%), community involvement (Hope Hut), and high engagement in planning suggest **learners see school as relevant to their lives**, which is a key goal of real-life inquiry.

Strong progress has been made towards this priority. The action plan ensured that there was clear intent and strategic structure to promote inquiry through topic-based and real-world contexts. Emphasis on pupil voice and cross-curricular experiences during topic weeks has strongly supported learner agency, another pillar of inquiry-based approaches. Use of learning walks and staff meetings to monitor progression has highlighted a commitment by staff to embed and sustain inquiry over time. LD and KS attended the National Curriculum development course by WG. Louise Allen attended a course in Cardiff on inquiry approach and developed a planning booklet for staff to use.

New curriculum rationale developed [Click Here](#)

Next Steps:

- Continue to develop the curriculum
- More staff to attend the Curriculum course
- LNF embedded and tracked

Judgement on progress	Very good	Strong	Satisfactory	Limited progress
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Priority 2: Develop music provision and outcomes for pupils across the school

Autumn Term		
Action	Impact on Learners	Impact on Provision
<i>Visits to observe good music practice</i>	<i>Increased exposure to high-quality music teaching</i>	<i>Staff gain practical strategies to improve classroom practice</i>
<i>Evaluate skills and knowledge of pupils and staff</i>	<i>Clear understanding of starting points in music</i>	<i>Baseline assessment informs targeted development</i>
<i>GwE support (Ruth Jones) & SPP group established</i>	<i>Improved consistency of music experiences across cluster</i>	<i>Collaborative planning across schools strengthens provision</i>
<i>Charanga training and trial</i>	<i>Pupils experienced structured music sessions</i>	<i>Evaluation of external resource suitability for Curriculum for Wales</i>
<i>Research alternative resources (BBC Teach)</i>	<i>More engaging and accessible music learning experiences</i>	<i>Development of a mapped progression document and resource bank</i>

Progress Judgement – Autumn:

Cluster identified gaps in subject knowledge and resources. Charanga trialled but deemed unsuitable. BBC Teach identified as more effective and aligned to Curriculum for Wales. Progression framework drafted.

Spring Term		
Action	Impact on Learners	Impact on Provision
<i>Staff meetings to review music progress</i>	<i>Improved consistency in delivery across classes</i>	<i>Music discussed as a whole-school priority</i>
<i>Dydd Miwsig Cymru (Feb)</i>	<i>Increased pupil engagement and celebration of Welsh music</i>	<i>Raised profile of music within school culture</i>
<i>Compete in the Urdd</i>	<i>Increased confidence and performance skills</i>	<i>Strengthened community links and aspiration</i>
<i>Learning walks and peer observations</i>	<i>Improved classroom practice</i>	<i>Monitoring systems established</i>
<i>Governor meeting with lead</i>	<i>Increased accountability and strategic oversight</i>	<i>Stronger governance involvement in curriculum development</i>

Progress Judgement – Spring:

Monitoring processes embedded. Increased profile of music through competitions and events. BBC Teach trialled successfully in selected classes.

Summer Term		
Action	Impact on Learners	Impact on Provision
<i>Trial BBC Teach resources (LA & CH)</i>	<i>Improved musical skills and engagement in pilot classes</i>	<i>Evidence-informed refinement of resource bank</i>
<i>Develop progression map and vocabulary document</i>	<i>Clearer progression in music skills and knowledge</i>	<i>Structured whole-school framework prepared</i>
<i>Celebration day</i>	<i>Pupils showcase musical achievements</i>	<i>Music valued and visible across school</i>
<i>Evaluate impact via questionnaire</i>	<i>Pupil and staff voice informs next steps</i>	<i>Data collected to guide future planning</i>
<i>Governor meeting & report to Governors</i>	<i>Clear understanding of impact and next steps</i>	<i>Strategic direction set for next SDP cycle</i>

Progress Judgement – Summer:

Positive impact seen in trial classes using BBC Teach. Full staff rollout delayed due to competing priorities (Cymraeg Campus, School of Sanctuary, Trauma Informed training). Work to continue next year under Expressive Arts focus.

Overall Impact Summary

Impact on Learners: Increased engagement and participation in music. Improved confidence in performance opportunities. Clearer progression in music skills (in pilot classes).

Impact on Provision: Cluster collaboration strengthened. Clearer understanding of suitable resources. Progression framework developed but not yet fully embedded.

Next Steps

Next steps will focus on embedding the Music Progression Framework by sharing and implementing the agreed progression map and vocabulary document across all classes to ensure consistent and progressive skill development. The school will finalise and roll out the agreed BBC Teach-based resource bank, with regular monitoring through planning scrutiny and learning walks to ensure consistency and quality of provision. Staff confidence and subject knowledge will be strengthened through focused professional development, peer observation opportunities, and the identification of phase music leads to build sustainable in-house expertise. Performance and pupil engagement opportunities will be increased through regular showcases, strengthened choir provision, and the use of pupil voice to raise the profile and enjoyment of music across the school. In 2025–2026, the improvement focus will broaden to Expressive Arts as a whole, with a particular emphasis on developing high-quality drama provision, ensuring clear progression and meaningful performance opportunities across the school.

Judgement on progress	Very good	Strong	Satisfactory	Limited progress
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Priority 3: To improve reading and spelling, particularly in year 3 and 4, as well as comprehension across school.

Summary of start point:

Evidence from monitoring – reason/rationale for priority)

	At or above	fsm at or above	nonfsm at or above	efsm prog	nonefsm prog	Class maint or made progress
Year 3						
Reading	54%	56%	50%	71%	67%	79%
Spelling	48%	53%	55%	68%	67%	54%
Year 4						
Reading	53%	53%	50%	80%	100%	88%
Spelling	18%	12%	50%	58%	50%	71%

From WG comprehension test: (note Above Year is end of 24)

Reading	At or Above
Year 3	61%
Year 4	34%

Year 5	37%
Year 6	67%

Summary of end point:

58% at or above reading across school - down on 64% last year. **However, Year 4 at or above RA is now 60% was 54% Up 6% Year 5 now 47%, down 5% on last year – However Year 5 up 19% higher on LNF reading**
 66% at or above spelling age - up 5% on last year. **Year 4 now at 62% was 48%. Up 14% Year 5 spelling now 47% up 24%**

Year 4	At or above	fsm at or abo	nonfsm at or	efsm prog	nonefsm pro	Class maint or made progress	Year 4	At or above	(96+)	Year 4	At or above	(96+)
Reading	60%	59%	63%	53%	55%	54%	Maths Pro	67%		Reading	54%	
Spelling	62%	52%	67%	71%	56%	65%	Maths R	69%				
Year 5	At or above	fsm at or abo	nonfsm at or	efsm prog	nonefsm pro	Class maint or made progress	Year 5	At or above	(96+)	Year 5	At or above	(96+)
Reading	47%	53%	50%	82%	100%	84%	Maths Pro	47%		Reading	53%	
Spelling	42%	41%	50%	78%	100%	79%	Maths R	32%				

Next Steps

- Continue to improve the reading and spelling using the proven interventions used this year
- Guided reading sessions in place
- Class novel work
- Reading helpers in school to support reading

Judgement on progress **Very good** Strong Satisfactory Limited progress

Priority 4: Supporting vulnerable and disadvantaged pupils and the wider community

Summary of end point:

Whole school			
Narrowing the gap			
Read at age or above			
fsm	non fsm		
50%	69%	Gap narrowed from 36% to 19%	
Spell at age or above			
57%	79%	Gap narrowed from 40% to 22%	
Procedural math at or above 96+			
fsm	non fsm		
45%	84%	39% gap	
Reasoning			
fsm	non fsm		
47%	76%	29% gap	
Reading progress			
72% fsm made progress			
80% non fsm made progress			
Gap 8%	Reduced from 15%		
Spelling progress			
63% fsm made progress			
68% non fsm made progress			
Gap 5%	Reduced from 14%		

Parents feel welcomed to school and events are well attended. Nearly all parents that answered the questionnaire felt their child was safe at school and that issues were dealt with. Attendance - Current whole school attendance is 90.5%. 2 families with very poor attendance are having a significant impact on overall attendance. **There is a 2.6% variance between the attendance of efsm (88.78%) and non fsm (91.38%) learners.** Late attendances are more noticeably high for efsm learners. Unauthorised absences are higher for efsm than non fsm learners in nearly all classes. 6 families are a real concern with persistent absences. 1 family has been issued with a fixed penalty notice. Attendance is monitored closely by the EWO and Head Teacher and the school works very closely with families. Letters are sent out immediately and followed up with an appointment at school.

Next Steps

- Continue to Track pupil ACES and add data to Quadrant to see if trauma intervention is needed
- Continue to monitor attendance, in particular those who are frequently late or not authorized absences
- Numeracy focus to narrow the gap in procedural and Maths reasoning gap

Judgement on progress	Very good	Strong	Satisfactory	Limited progress
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School Improvement Priorities 2025-2026
Priority 1: Improve writing skills across the school

Lead Person: EL LD **Team:** EL CH **Linked Gov:** AH

Current position: During learning walks it was noted that writing did not always reflect the pupils reading and spelling ability. Pupils had some extended writing, however opportunities are not always taken to draft and re draft to improve and extend writing skills. Working walls should promote high level writing skills consistently across the school. Presentation of work needs improvement.

Areas to Develop

- Ensure that Topics are relevant – re visit to ensure real-life situations can be applied
- Use of LNF and DCF tracker to ensure progression of skills
- Focus on Cynefin within topics and the wider world
- Develop pupils as Changemakers within the community
- To ensure that Financial Education is embedded to ensure coverage of real life situations

Desired Outcomes

- Ensure that topics are relevant to age
- LNF/DCF skills are developed
- Pupil can apply knowledge to local areas
- Pupils develop a sense of Cynefin and independence in learning
- Develop numeracy skills as well as Financial Education knowledge through real-life situations

Priority 1: Improve writing skills across the school

Activity	Lead person	Timescale	Staff development	Cost	Monitoring	Success Criteria What will have improved?	RAG Rate
Develop a whole school approach to the stages of writing.	EL	2025–2026	Staff CPD on writing strategies	£500	Learning walks, book scrutiny, pupil voice, teacher voice	Students demonstrate improvement in drafting and editing over a term. All teachers model writing stages explicitly in lessons. Improved writing outcomes and consistency.	
Provide targeted support for pupils with ALN and those affected by poverty to improve writing outcomes.	AG	2025–2026	Staff Development Needs	Cost	Monitoring Individual Pupil Progress Tracking. Pupil Feedback. Teacher / Support Staff Logs. Whole-School Data Analysis	Pupil meets personal writing targets; measurable progress in assessments. Pupils engaged; teaching strategies effectively applied. Increased confidence; positive perception of writing support. Consistent, well-documented support; clear evidence of differentiation. Narrowing attainment gap between ALN/poverty-affected pupils and peers.	
Use sentence stems and prompts to help pupils. reflect on their writing progress.	EL	2025–2026	Training on differentiation and scaffolding	£300	Work Sampling, classroom walks, working walls, pupil feedback. Compare writing	Pupils reflect thoughtfully and specifically on writing progress. Active use of sentence stems/prompts; teacher modelling effective reflection. Pupils understand purpose; increased confidence in self-assessment. Consistent	

					improvements over time with pupils' reflective notes.	implementation; reflections inform teaching and support. Clear evidence of improvements linked to reflections	
Develop consistent working walls and displays to support writing development.	EL	Timescale	Staff Development Needs	Cost	Monitoring – Classroom walks, work sampling, pupil feedback,	Success is when working walls are consistently updated, clearly displayed, and used by pupils to support writing. Pupils reference them independently, applying vocabulary, sentence structures, and prompts in their work. Writing shows clear improvement, teachers model uses regularly, and pupils engage actively, contributing ideas where appropriate.	
Ensure writing scaffolds are available in all classrooms to support learners.	EL	2025–2026	Staff training on feedback	£200	Regular classroom visits and work check to ensure scaffolds are consistently available and used. Teachers' use of scaffolds will be observed, and pupils' writing will be reviewed to see if scaffolds support independent work and skill development.	Writing scaffolds are consistently available in all classrooms, pupils use them independently, and their writing shows clear support in structure, vocabulary, and ideas. Teachers model their use effectively, and scaffolds help learners progress in confidence and skill.	
Ensure that provision is in place for improving handwriting.	EL+LA	2025–2026	CPD	£200	Regular observations and work checks will ensure handwriting sessions are delivered consistently, resources are available, and pupils practice correctly. Teachers' modelling and feedback will be noted, and pupils' written work reviewed for improvement.	Pupils demonstrate improved legibility, fluency, and consistency in handwriting. Handwriting sessions are delivered regularly, resources are used effectively, and pupils show increased confidence and pride in their written work.	
Allow for draft and re drafting.	EL	2025–2026	Training and moderation	0	Learning walks and work checks will ensure pupils have time and guidance to draft, revise, and improve their writing. Teachers will model redrafting and provide feedback, and pupils' progress across drafts will be reviewed.	Pupils regularly draft and redraft their work, making clear improvements in structure, vocabulary, and clarity. Writing shows evidence of reflection and correction, and pupils demonstrate increased confidence in refining their work.	
Ensure the learning environments are supporting the development of skills.	EL	2025–2026		£100	Learning walks and classroom audits will check that displays, resources, and seating arrangements actively support writing skill development.	Classrooms provide clear, accessible support for writing skills, with resources and displays used effectively by pupils. The environment encourages independence, engagement, and consistent development of writing skills.	

					Pupils' use of these resources during lessons will be noted.		
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SDP Monitoring Programme: Priority 1: Improve writing skills across the school		
Milestones		
Autumn	Spring	Summer
<ul style="list-style-type: none"> Launch a whole-school approach to the stages of writing. Deliver CPD on writing strategies (£500). Establish baseline writing data for ALN and eFSM pupils; begin targeted interventions. Create consistent working walls in all classrooms. Introduce sentence stems and prompts for pupil reflection (£300 CPD). 	<ul style="list-style-type: none"> Provide staff training on scaffolding and feedback strategies (£200). Ensure writing scaffolds are available in all classrooms and used effectively. Deliver CPD on handwriting approaches and resources (£200). Teachers model drafting and redrafting in lessons. Pupils given dedicated time to refine work across subjects. 	<ul style="list-style-type: none"> Conduct classroom audits to ensure environments actively support writing (£100). Review whole-school writing approach and moderate pupil work. Collect pupil and teacher voice to evaluate impact. Consolidate targeted support for ALN/eFSM pupils and review progress against baseline data.
Success Criteria / Impact		
<ul style="list-style-type: none"> Staff model the stages of writing explicitly. Pupils begin to demonstrate drafting and editing. ALN/eFSM pupils engaged with support strategies; early evidence of progress. Pupils use working walls and prompts to support their writing independently. 	<ul style="list-style-type: none"> Pupils use scaffolds confidently to structure their writing. Pupils demonstrate improved legibility, fluency, and consistency in handwriting. Writing shows clear improvements between drafts in structure, vocabulary, and accuracy. Teaching demonstrates consistent use of scaffolds and feedback. 	<ul style="list-style-type: none"> Classrooms provide clear, accessible writing resources that pupils use independently. Staff demonstrate consistency in applying whole-school writing approaches. Pupils show measurable improvement in writing outcomes across year groups. Narrowing attainment gap evident between disadvantaged/vulnerable learners and peers. Pupils reflect more confidently on their progress in writing and demonstrate greater independence.
Progress judgement – Autumn	Progress judgement – Spring	Progress judgement – Summer
<p>Impact on Learners – RAG: ● Green: Pupils show improved understanding of the stages of writing and the purpose of drafting, with early gains in editing, vocabulary and sentence structure. Confidence in extended writing is increasing, and ALN and eFSM pupils are engaging more positively with targeted support. Evidence from book scrutiny and pupil voice confirms secure early impact, though consistency will continue to be strengthened.</p> <p>Impact on Provision – RAG: ● Green: A consistent whole-school writing framework is now established, with purposeful working walls, accessible scaffolds and</p>		

<p>structured interventions in place. Monitoring through learning walks, book scrutiny and pupil voice is embedded. Systems are secure, with the next phase focused on accelerating measurable outcomes.</p> <p>Impact on Teachers – RAG: ● Green: Teachers are modelling the stages of writing more consistently and are increasingly confident in using scaffolds, feedback and reflection prompts. Baseline data is informing planning and targeted support. Learning walks confirm that the agreed whole-school approach is being applied in most classes</p> <p>Next Steps (Spring Term Focus)</p> <p>Ensure drafting and redrafting is consistently embedded across all year groups, with clear evidence of improvement between drafts.</p> <p>Deepen pupil reflection so that sentence stems lead to specific, measurable improvements in writing.</p> <p>Further strengthen presentation and handwriting expectations to ensure consistency across classes.</p> <p>Analyse mid-year data to evaluate progress of ALN and eFSM pupils and adjust interventions accordingly.</p> <p>Continue monitoring through focused book scrutiny to ensure working walls and scaffolds are actively used by pupils rather than displayed passively.</p>		
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Priority 2: Further develop numeracy skills across the curriculum

Lead Person: KS Team: KS AG LA Link Governor: SB

Current position: Monitoring shows that numeracy skills are taught well in discrete mathematics lessons. However, opportunities for pupils to apply these skills across topics and other Areas of Learning and Experience (AoLEs) are inconsistent. Numeracy is not yet embedded systematically in cross-curricular planning, and pupils do not always see how skills link to real-life contexts.

Areas to Develop

- Incorporate numeracy skills more consistently into **topic-based learning**.
- Ensure planning across AoLEs identifies opportunities for progression in numeracy.
- Strengthen staff confidence in designing cross-curricular tasks that develop numeracy.
- Provide purposeful, real-life contexts for numeracy, linked to Cynefin (local, Wales, global).

Desired Outcomes

- Pupils apply numeracy skills confidently across all AoLEs, not only in mathematics lessons.
- Numeracy is embedded in topic planning and used in authentic, real-life contexts.
- Pupils understand the relevance of numeracy and can transfer skills to solve problems in new situations.
- Staff show consistency and confidence in integrating numeracy into cross-curricular learning.

Activity	Lead person	Timescale	Staff development	Cost	Monitoring	Success Criteria What will have improved	RAG Rating
Ensure numeracy skills are applied at the correct progress level across all AoLEs.	KS AG	2025–2026	Cross-curricular planning workshops	£400	Learning walks, work checks, and planning reviews will ensure numeracy skills are incorporated appropriately across all AoLEs. Pupils' work will be assessed to check correct application and progression.	Pupils apply numeracy skills confidently and accurately at their stage of development across all subjects. Planning reflects progressive numeracy integration, and evidence of skills applied is visible in pupils' work across the curriculum.	
Provide opportunities for pupils to identify and use numeracy skills in varied learning contexts.	KS AG	2025–2026	Whole school standardisation	£400	Learning walks, lesson observations, and pupil work checks will ensure that opportunities to apply numeracy skills in different contexts are provided. Pupils' engagement and use of numeracy will be noted.	Pupils confidently identify and apply numeracy skills across a range of learning contexts. Tasks encourage problem-solving and practical use, and pupils demonstrate increasing independence and accuracy in applying numeracy.	
Support pupils with targeted interventions.	AG	2025–2026	Data analysis and targeted support training	£250	Learning walks, intervention logs, and work checks will ensure targeted support is delivered consistently and effectively. Pupil progress will be tracked and reviewed regularly. Data reviews and pupil progress meetings	Pupils make measurable progress in writing or numeracy skills because of targeted interventions. Support is timely, tailored to individual needs, and leads to increased confidence, engagement, and achievement.	

Use manipulatives in maths.	KS AG	2025-2026	Training on manipulatives and intervention strategies	£350	Learning walks and work checks will ensure manipulatives are available and actively used during lessons. Pupils' engagement and correct use of manipulatives will be observed.	Pupils use manipulatives confidently to support understanding of mathematical concepts. They demonstrate improved problem-solving, reasoning, and application of skills, and manipulatives are integrated effectively into learning.	
Ensure numeracy skills are applied at the correct progress level across all AoLEs.	KS AG	2025-2026	Standardisation	£200	Lesson observations, work scrutiny and assessment tracking to check consistency and accuracy of application. Pupil and staff voice will be gathered to identify confidence levels and areas for further support, while curriculum plans will be reviewed to ensure progression steps are embedded. Regular cross-AoLE moderation and case studies of learners will help evaluate whether numeracy skills are being transferred effectively, ensuring tasks are appropriately challenging and aligned with pupils' progress levels.	Learners confidently apply numeracy skills at the correct progress level across all AoLEs. Evidence in books and tasks shows numeracy is consistently embedded and pitched appropriately. Assessment data reflects improved accuracy and independence in applying numeracy skills beyond maths lessons. Pupil voice indicates increased confidence and awareness of how numeracy is used across the curriculum. Staff demonstrate improved consistency and confidence in planning and delivering numeracy opportunities at the right level. Cross-AoLE moderation shows shared understanding of progression steps and greater alignment across subjects.	
Ensure the learning environments are supporting the development of skills	KS AG	2025-2026	Resources	£600	Regular learning walks and classroom observations to evaluate how environments support skill development, alongside work scrutiny to check evidence of independence and progression. Pupil and staff voice will be gathered to assess how effectively spaces promote learning, and planning reviews will ensure environments are intentionally designed to embed skills across all areas.	Learning environments will be consistently organised and engaging, enabling pupils to develop independence, collaboration, and focus. Pupil voice will reflect greater confidence in using resources and spaces to support their learning, while staff will demonstrate consistency in creating purposeful environments. Monitoring will show improved alignment across classes, with clear evidence that environments are actively supporting the development of skills.	

SDP monitoring Programme: Priority 2: Further develop numeracy across the curriculum

Milestones

Autumn	Spring	Summer
<ul style="list-style-type: none"> Run cross-curricular planning workshops to embed numeracy into topic-based learning. Begin whole-school standardisation of expectations for numeracy application. Launch targeted interventions for identified learners, including eFSM pupils. Provide staff training on manipulatives and ensure resources are available in classrooms. Review curriculum plans to check opportunities for numeracy at the correct progress level 	<ul style="list-style-type: none"> Continue to provide opportunities for pupils to apply numeracy in varied contexts, linking to Cynefin and real-life situations. Monitor effectiveness of targeted interventions through pupil progress meetings. Conduct lesson observations, book scrutiny, and staff/pupil voice to evaluate accuracy and progression in numeracy application. Start cross-AoLE moderation activities to check consistency of expectations. Audit learning environments to ensure they support numeracy development. 	<ul style="list-style-type: none"> Showcase examples of numeracy-rich projects across AoLEs. Complete case studies of selected learners to evaluate transfer of numeracy skills. Repeat standardisation and moderation to ensure consistency. Gather end-of-year pupil and staff voice on confidence and application of numeracy. Final review of planning and environments to inform 2026–2027 cycle.
Success Criteria / Impact		
<ul style="list-style-type: none"> Staff show greater confidence in planning numeracy into topic work. Pupils begin to apply numeracy across a wider range of AoLEs. Targeted pupils show early signs of progress through intervention logs and assessments. Pupils use manipulatives to support conceptual understanding and problem-solving. Planning reflects explicit links to numeracy and progression steps. 	<ul style="list-style-type: none"> Pupils confidently identify and apply numeracy in different learning contexts. Evidence in books shows numeracy applied at the correct progress level. Targeted pupils demonstrate measurable progress, narrowing the gap for eFSM learners. Staff share a clearer understanding of progression steps in numeracy. Learning environments become more supportive, with resources and displays actively used by pupils. 	<ul style="list-style-type: none"> Pupils independently and accurately apply numeracy in authentic, real-life contexts. Cross-curricular projects demonstrate numeracy embedded meaningfully into learning. Staff demonstrate improved consistency and confidence in planning numeracy across subjects. Assessment data shows increased accuracy and independence in applying numeracy beyond maths lessons. Governors see clear evidence of improved alignment across AoLEs and greater equity for eFSM learners
Progress judgement – Autumn	Progress judgement – Spring	Progress judgement – Summer
<p>Impact on Learners – RAG: ● Green (Strong Progress)</p> <p>Joint book scrutiny with the Flintshire SIA confirms that pupils are applying numeracy skills across a wider range of AoLEs, rather than solely within discrete mathematics lessons. Work in books shows purposeful application of numeracy at the appropriate progression step in most classes, with pupils increasingly transferring number, data and measurement skills into topic work. Targeted pupils, including eFSM</p>		

learners, are demonstrating measurable early progress through intervention records and assessment tracking. The consistent use of manipulatives is strengthening conceptual understanding, reasoning and problem-solving skills, and there is growing independence and improved accuracy across year groups. Overall, progress is strong, with external validation confirming that numeracy is embedded more consistently and effectively across the curriculum.

Impact on Provision – RAG: ● Green (Secure and Embedded)

Cross-curricular planning workshops have strengthened the integration of numeracy within topic planning, ensuring tasks are clearly identified and appropriately pitched in line with Progression Step documentation. Whole-school standardisation has improved consistency of expectations across AoLEs. Learning walks and book scrutiny confirm that numeracy is embedded purposefully and systematically rather than incidentally. Manipulatives are readily available and used effectively to support conceptual understanding and reasoning. Structured intervention systems are monitored through pupil progress meetings, demonstrating a thorough and consistent approach to supporting learners. Overall, provision is secure, consistent and increasingly embedded across the school.

Impact on Staff – RAG: ● Green (Positive and Embedded Progress)

Staff demonstrate increased confidence and consistency in planning numeracy opportunities beyond discrete mathematics lessons. There is stronger evidence of authentic, real-life tasks linked to Cynefin, enhancing relevance and engagement. Teachers are using manipulatives and targeted intervention strategies more effectively to deepen understanding and support progress. Collaboration with the Flintshire RPR has validated the school's approach and confirmed that practice is developing in the right direction. Overall, progress is positive and well embedded, with growing confidence and consistency in cross-curricular numeracy delivery.

<p>Next Steps – Spring Term</p> <p>Further strengthen opportunities for pupils to independently identify and select numeracy strategies in unfamiliar contexts.</p> <p>Cross-AoLE moderation to ensure sustained consistency and high expectations.</p> <p>Track and evaluate intervention impact to demonstrate clear narrowing of attainment gaps for eFSM learners.</p>		
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Priority 3: Further develop expressive arts across the curriculum

Link Governor: JD Lead: KE

Current position: Monitoring shows that expressive arts are valued within the school, with strong provision for art. Cluster work has focused on developing music, and progress has been made in this area. However, provision is still inconsistent across the school, and opportunities in other areas of expressive arts, particularly **drama and performance**, are underdeveloped.

From WG comprehension test: (note Above Year is end of 24)

Areas to Develop

- Build on cluster work by further strengthening **music provision**, particularly in composition, performance, and use of digital tools.
- Increase opportunities for pupils to develop **drama and performance skills** within and beyond the curriculum.
- Ensure expressive arts are **integrated more consistently across AoLEs**, not taught in isolation.
- Provide regular opportunities for pupils to **showcase expressive arts** (e.g., performances, exhibitions, community events).

Desired Outcomes

- Pupils are confident and creative in composing, performing, and using digital tools in music.
- Pupils develop drama and performance skills, using voice, movement, and role play with confidence.
- Expressive arts are embedded across the curriculum, giving pupils meaningful and authentic opportunities to apply their creativity.
- Pupils are inspired and motivated through regular opportunities to showcase their expressive arts skills to a range of audiences

Activity	Lead person	Timescale	Staff development	Cost	Monitoring	Success Criteria What will have improved?	RAG Rating
Provide frequent opportunities for pupils to participate in artistic performances and Eisteddfodau.	CH	2025-2026	Liaise with Guto	£150	Participation will be tracked through event records, attendance lists, and teacher observations to ensure all pupils have regular opportunities to engage in artistic performances and Eisteddfodau. Pupil voice will be gathered to evaluate enjoyment, confidence, and the impact on creative skills, while staff will review planning to confirm a broad and inclusive range of opportunities.	Pupils will have frequent and varied opportunities to showcase their creativity through performances and Eisteddfodau, leading to increased confidence, collaboration, and enjoyment of the arts. Evidence from pupil voice and participation records will demonstrate high levels of engagement, with staff showing consistency in promoting and supporting involvement across the school.	Yellow
Encourage pupils to collaborate on arts-based projects.	KE	2025-2026	Staff meeting KE	£200	Collaboration on arts-based projects will be observed through learning walks, lesson observations, and scrutiny of project outcomes to ensure pupils are working together effectively. Pupil and staff voice will be used to evaluate the impact on teamwork, creativity, and engagement, while	Pupils will engage confidently in collaborative arts projects, demonstrating improved teamwork, problem-solving, and creative expression. Evidence from pupil work, project outcomes, and pupil voice will show increased enjoyment and ownership of learning, while staff will provide consistent opportunities for collaboration across the curriculum.	Green

					planning reviews will confirm that regular collaborative arts opportunities are embedded across AoLEs.		
Develop independence in artistic expression through varied curriculum experiences.	KE LA	2025-2026	Planning opportunities and special weeks	£150	Independence in artistic expression will be evaluated through lesson observations, work scrutiny, and review of curriculum plans to ensure pupils are provided with varied and meaningful opportunities. Pupil voice will be gathered to assess confidence, choice-making, and creativity, while staff will reflect on how well activities encourage self-expression and autonomy.	Pupils will demonstrate growing independence and confidence in artistic expression, making creative choices and developing their own style across a range of curriculum experiences. Evidence from pupil work, performances, and pupil voice will show increased ownership and enjoyment, with staff consistently embedding opportunities for independent creativity.	
Integrate digital tools (e.g. GarageBand, Soundtrap, Canva) into music and visual arts.	LA	2025-2026	Staff CPD	£200	The use of digital tools in music and visual arts will be reviewed through lesson observations, planning scrutiny, and samples of digital work to ensure they are integrated effectively and purposefully. Pupil voice will be collected to assess confidence, creativity, and engagement with tools such as GarageBand, Soundtrap, and Canva, while staff feedback will help identify training or resource needs.	Pupils will confidently use a range of digital tools to enhance their creativity in music and visual arts, producing high-quality and original outcomes. Evidence from digital portfolios, performances, and pupil voice will show increased engagement, independence, and innovation, with staff consistently embedding technology to support artistic expression.	
Offer CPD for staff on delivering expressive arts, especially music.	KE LA	2025-2026	CPD / schemes?	£500	The impact of CPD on delivering expressive arts, particularly music, will be tracked through staff evaluations, feedback surveys, and observation of classroom practice. Participation records will ensure all relevant staff access training, while follow-up discussions and planning reviews will identify how learning from CPD is being embedded into teaching.	Staff will demonstrate increased confidence and competence in delivering expressive arts, with a particular focus on music. Lesson observations, planning, and pupil outcomes will show improved quality and variety of expressive arts provision, while staff feedback will evidence that CPD has enhanced skills, knowledge, and classroom practice.	
Link expressive arts to cross-curricular themes (e.g. history, wellbeing, Welsh culture)	KE LA	2025-2026	Planning meetings	£200	Cross-curricular links with expressive arts will be evaluated through planning scrutiny, lesson observations, and work samples to ensure themes such as history, wellbeing, and Welsh culture are meaningfully embedded. Pupil voice will be gathered to assess	Pupils will experience rich and meaningful learning where expressive arts are integrated with cross-curricular themes, deepening their understanding of history, wellbeing, and Welsh culture. Evidence from pupil work, performances, and pupil voice will show enhanced engagement and creativity, while staff will consistently plan and deliver purposeful cross-curricular connections.	

					engagement and understanding, while staff feedback will help identify good practice and areas for further development.		
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SDP monitoring Programme Priority 3: Further develop expressive arts across the curriculum

Milestones

Autumn	Spring	Summer
<ul style="list-style-type: none"> • Launch a whole school focusing on expressive arts, building on cluster work in music. • Provide initial CPD for staff on teaching music composition and performance. • Begin collaborative arts-based projects within classes. • Embed cross-curricular links by integrating expressive arts into at least one topic per year group. • Introduce digital tools (GarageBand, Soundtrap, Canva) into pilot classes. • Ensure pupils take part in at least one performance/Eisteddfod opportunity. 	<ul style="list-style-type: none"> • Extend collaborative arts projects across more classes, including mixed-age opportunities. • Provide follow-up CPD focusing on digital music tools and drama strategies. • Increase performance opportunities (e.g. class assemblies, school showcases). • Develop independence in artistic expression by encouraging pupils to make creative choices in tasks. • Strengthen cross-curricular integration of expressive arts with history, wellbeing, and Welsh culture themes. 	<ul style="list-style-type: none"> • Hold a whole-school showcase or festival to celebrate music, drama, and visual arts. • Create digital portfolios of pupils' work in expressive arts. • Complete staff evaluation of CPD and identify next steps for development. • Evaluate impact of expressive arts integration through pupil and staff voice, planning scrutiny, and work sampling. • Share good practice across the cluster.

Success Criteria / Impact

<ul style="list-style-type: none"> • A whole-school focus on expressive arts strengthens creativity, confidence, and engagement across all year groups, building positively on existing cluster work in music. • Staff confidence and skill in teaching music composition and performance improve through targeted CPD, leading to richer and more varied classroom experiences. • Collaborative arts-based projects enhance teamwork, imagination, and pupil voice, helping learners express ideas in creative and meaningful ways. • Stronger cross-curricular links ensure that expressive arts are embedded in learning, supporting skills in literacy, numeracy, and wellbeing through creative contexts. • The introduction of digital tools such as GarageBand, Soundtrap, and Canva develops 	<ul style="list-style-type: none"> • Pupils collaborate effectively on larger-scale arts projects, showing stronger creativity and ownership. • Staff embed digital tools more confidently; pupils create digital compositions and artwork. • Pupils perform more confidently to wider audiences. • Pupil work demonstrates greater independence, with evidence of self-expression and individual style. • Expressive arts tasks deepen pupils' understanding of Welsh culture, wellbeing, and historical contexts. 	<ul style="list-style-type: none"> • Pupils demonstrate confidence and pride in showcasing expressive arts to families and community. • Digital portfolios evidence progression in composition, performance, and visual/digital art. • Staff demonstrate improved confidence and competence in delivering expressive arts. • Pupils show higher engagement, creativity, and enjoyment, with expressive arts embedded across AoLEs. • The school is recognised as having broadened and balanced expressive arts provision, inspiring and motivating learners.
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<p>pupils' digital competence and modern creative skills.</p> <ul style="list-style-type: none"> Increased opportunities for performance and celebration, including class showcases and Eisteddfod events, build confidence, pride, and a sense of belonging within the school community. 		
<p>Progress judgement – Autumn</p>	<p>Progress judgement – Spring</p>	<p>Progress judgement – Summer</p>
<p>Impact on Learners – RAG: ● Amber (Developing Progress)</p> <p>Pupils demonstrate strong engagement and enthusiasm in expressive arts, particularly in art and performance-based activities. Participation in performances and Eisteddfod events has positively impacted confidence and collaboration. Digital tools such as GarageBand and Canva are being introduced; however, outcomes are currently more performance-focused than composition-driven. While opportunities for music composition are emerging, depth and consistency across year groups remain variable. Collaborative projects show developing teamwork skills, but independent creative decision-making and structured progression in drama and composition are not yet secure. Overall, engagement and confidence are improving, but deeper creative and compositional skills require further development.</p> <p>Impact on Provision – RAG: ● Amber (Partial Implementation)</p> <p>A whole-school focus on expressive arts has been launched, building on existing strengths in visual arts. Initial CPD has supported music performance delivery; however, explicit teaching of composition skills requires further development. Cross-curricular links are beginning to emerge but are not yet embedded consistently across all AoLEs. Digital tools have been introduced, though their use currently supports presentation more than structured composition. Drama provision remains limited and lacks a clearly mapped progression framework. Foundations are in place, but greater consistency and depth are needed.</p>		

Impact on Staff – RAG: ● Amber (Developing Confidence)

Staff have engaged positively with initial CPD and show growing confidence in supporting performance activities. However, confidence in teaching structured music composition—including creating, refining and evaluating original work—is less secure. Staff require clearer guidance on progression in composition and drama skills to ensure depth of learning. Professional dialogue reflects a strong willingness to develop practice, particularly in digital composition tools and drama strategies. Further targeted CPD is needed to secure consistency and strengthen provision across year groups.

Next Steps – Spring Term

Provide targeted CPD focused specifically on teaching music composition, including structure, layering, editing and evaluating original pieces.

Ensure each year group plans and delivers explicit composition units, with clear progression in skills.

Embed digital tools (e.g., GarageBand, Soundtrap) to support creative composition rather than solely performance or presentation.

Develop a progression framework for drama to ensure structured skill development in voice, movement and role play.

Monitor composition outcomes through work scrutiny and digital portfolios to evaluate depth and originality.

Increase opportunities for pupils to showcase original compositions, not only performances.

Priority 4: Improve Self-Evaluation Processes to Secure Improvement Across the School

Lead Person: LD **Team:** LD KS **Link Governor:** JD

Current position: Despite there still being a gap there has been good progress through work on narrowing the gap – therefore we continue this target.

Areas to Develop

- Establish a clear whole-school self-evaluation calendar to ensure consistency and accountability.
- Develop staff confidence and accuracy in using agreed self-evaluation practices and tools (e.g., FADE sheets).
- Strengthen the role of governors and stakeholders in evaluation and monitoring activities.
- Ensure that pupil progress data is used systematically to inform self-evaluation.
- Develop cluster monitoring and evaluation processes to enable external validation and consistency.
- Create an impact folder with FADE sheets to capture, showcase, and track evidence of good practice.

Desired Outcomes

- A structured, whole-school self-evaluation system is embedded and understood by all staff.
- Governors and stakeholders play an active and informed role in monitoring and evaluation, increasing accountability and transparency.
- Staff consistently use agreed tools (e.g., FADE sheets) to reflect on and evidence improvements.
- Pupil progress data is used effectively to identify strengths and areas for development, ensuring accurate priorities.
- Evidence of good practice is systematically captured in an impact folder, demonstrating progress and celebrating achievements.
- Cluster-wide processes provide external challenge and validation, ensuring accuracy of self-evaluation and alignment across schools.

Activity	Lead person	Timescale	Staff development	Cost	Monitoring	Success Criteria What will have improved?	RAG Rating
Establish a whole-school self-evaluation calendar.	LD	Autumn Term 2025	Staff briefing and planning session	£20	The development of a whole-school self-evaluation calendar will be monitored through leadership team reviews, ensuring that key activities such as lesson observations, work scrutiny, pupil and staff voice, and data analysis are scheduled and implemented consistently. Regular checks will confirm that the calendar is followed, remains up to date, and supports ongoing improvement priorities.	The school will have a clear, structured self-evaluation calendar that ensures monitoring activities are carried out consistently across the year. Staff will have a shared understanding of evaluation processes, evidence will be collected systematically, and findings will directly inform school improvement planning and impact measures.	
Deliver training on effective self-evaluation practices	KS	Autumn Term 2025	Inset training session		The effectiveness of training on self-evaluation practices will be monitored through staff feedback, participation records, and follow-up discussions to assess understanding and confidence. Leadership team reviews and scrutiny of evaluation activities will check that strategies from	Staff will demonstrate increased confidence and consistency in carrying out self-evaluation activities, using agreed approaches and frameworks. Evidence collected will be more accurate, focused, and purposeful, directly informing school improvement priorities and supporting a culture of continuous improvement.	

					training are being applied consistently in practice.		
Include governors and stakeholders in evaluation and monitoring activities	LD	Ongoing	Governor training and stakeholder workshops		Governor and stakeholder involvement will be tracked through attendance records, meeting minutes, and feedback from their participation in activities such as learning walks, work scrutiny, and pupil voice sessions. Leadership reviews will ensure their contributions are purposeful and aligned with school priorities.	Governors and stakeholders will play an active and informed role in evaluation and monitoring, contributing effectively to identifying strengths and areas for development. Their involvement will increase accountability, strengthen community engagement, and support more robust, transparent school improvement processes.	
Use pupil progress data to inform self-evaluation.	LD	Ongoing	Data analysis workshops	None	The use of pupil progress data in self-evaluation will be monitored through leadership team reviews of assessment systems, tracking documents, and staff meetings to ensure data is analysed regularly and used to identify trends. Moderation activities and planning scrutiny will check that data is informing accurate judgements and improvement priorities.	Pupil progress data will be used consistently to inform self-evaluation, providing a clear picture of strengths and areas for development. Staff will demonstrate confidence in analysing and applying data to support planning, interventions, and target setting, leading to more accurate self-evaluation and improved learner outcomes.	
Monitoring and peer observations developed.	LD	Autumn Term	Time given for staff	£200	The development of monitoring and peer observations will be overseen through leadership team reviews, ensuring a clear structure, schedule, and focus are in place. Staff feedback and participation records will be used to evaluate engagement, while outcomes from observations will be analysed to identify strengths, share good practice, and highlight areas for support.	Monitoring and peer observations will be embedded as part of a supportive culture of professional growth. Staff will engage positively, demonstrating greater consistency and confidence in teaching practices. Evidence from observation records and staff feedback will show improved collaboration, reflection, and sharing of effective strategies across the school.	
Create impact folder to highlight good practice.	LD/KS	Autumn	Staff meeting		The impact folder will be developed alongside the use of FADE (Focus, Analyse, Do, Evaluate) sheets to capture and evidence good practice. Leadership will monitor that staff complete FADE sheets consistently, linking them to school priorities, and that the folder is updated regularly with examples of impact. Staff and leadership reviews will check that the folder and FADE sheets are being used as working tools for reflection and improvement.	The impact folder, supported by FADE sheets, will provide a clear record of effective practice and measurable outcomes across the school. Staff will use FADE sheets to reflect systematically on their work, demonstrating how actions lead to improvement. The folder will showcase successes, promote the sharing of strategies, and support robust self-evaluation for governors, stakeholders, and leadership teams.	
Develop cluster monitoring and evaluation processes.	Cluster	Autumn	Cluster meeting		Cluster monitoring and evaluation processes will be developed through regular meetings between schools to agree shared priorities, timelines, and methods of evidence gathering.	The cluster will have clear, consistent monitoring and evaluation processes that strengthen collaboration and alignment across schools. Evidence gathered will provide an accurate picture of strengths and	

					Joint learning walks, work scrutiny, and moderation activities will be used to ensure consistency and accuracy across the cluster. Feedback from staff and leadership will be collected to evaluate the effectiveness of these processes.	areas for development, leading to shared improvement priorities. Staff and leaders will demonstrate increased confidence in using common approaches, and outcomes will show greater consistency and impact across the cluster.	
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SDP monitoring Programme Priority 4: Improve self-evaluation processes to secure improvement across the school.		
Milestones		
Autumn	Spring	Summer
<ul style="list-style-type: none"> Establish and launch a whole-school self-evaluation calendar. Deliver training on self-evaluation practices, including FADE sheets. Develop a monitoring and peer observation schedule to promote consistency and professional growth. Create and launch an impact folder, supported by FADE sheets, to showcase evidence of good practice. Begin developing cluster-wide monitoring and evaluation processes through initial meetings. 	<ul style="list-style-type: none"> Involve governors and stakeholders in evaluation activities (e.g. learning walks, book scrutiny, pupil voice). Embed the use of pupil progress data in staff meetings to inform self-evaluation and planning. Carry out mid-year review of the impact folder and peer observation outcomes. Continue cluster collaboration with joint monitoring activities (work scrutiny/moderation). 	<ul style="list-style-type: none"> Conduct a whole-school review of self-evaluation processes using evidence from the calendar, FADE sheets, impact folder, and data. Share findings with staff, governors, and stakeholders, and identify priorities for the 2026–2027 cycle. Produce case studies of improvement drawn from FADE sheets to demonstrate impact. Evaluate effectiveness of cluster monitoring processes and agree next steps.
Success Criteria / Impact		
<ul style="list-style-type: none"> A structured whole-school self-evaluation calendar ensures a consistent and strategic approach to school improvement across all areas. Staff gain a deeper understanding of self-evaluation practices through targeted training, leading to more reflective and evidence-based improvement planning. A clear monitoring and peer observation schedule promotes professional dialogue, consistency in teaching and learning, and a culture of collaboration and growth. The introduction of an impact folder, supported by FADE sheets, provides accessible, high-quality evidence of good practice and measurable progress over time. Early cluster-wide collaboration strengthens shared understanding, consistency, and collective 	<ul style="list-style-type: none"> Governors and stakeholders play an active role in evaluation, improving accountability and transparency. Staff use pupil progress data systematically to identify strengths and areas for development. The impact folder demonstrates measurable progress across different priorities. Cluster collaboration provides external challenges, improving the accuracy of self-evaluation. 	<ul style="list-style-type: none"> Self-evaluation is embedded and understood by all staff. Governors and stakeholders are fully engaged in the process and can evidence their role in supporting improvement. Staff demonstrate consistency and accuracy in self-evaluation, using evidence systematically. School can clearly demonstrate progress, celebrate successes, and identify precise priorities for the next cycle. Cluster processes provide external validation and greater alignment across schools.

responsibility for monitoring and evaluation across schools.		
Progress judgement – Autumn	Progress judgement – Spring	Progress judgement – Summer
<p>Impact on Learners – RAG: ● Green (Strong Progress)</p> <p>A more structured and systematic approach to self-evaluation is having a positive impact on learner outcomes. Pupil progress data is analysed more regularly, enabling earlier identification of support needs and timely interventions. Monitoring activities are increasingly focused on impact rather than compliance, strengthening teaching quality. There is clearer alignment between self-evaluation findings and targeted strategies to narrow gaps for vulnerable learners. Overall, self-evaluation systems are driving meaningful improvements in pupil outcomes.</p> <p>Impact on Provision – RAG: ● Green (Strong and Embedded)</p> <p>A clear whole-school self-evaluation calendar is now in place, ensuring consistent and purposeful monitoring. Staff are using agreed tools, including FADE sheets, more systematically to evidence improvement. The introduction of an impact folder provides organised, accessible evidence across priorities. Monitoring and peer observations are strengthening professional dialogue, and evaluation processes are closely aligned to improvement priorities. Overall, systems are structured, embedded and effectively linked to school improvement.</p> <p>Impact on Staff – RAG: ● Green (Positive and Secure)</p> <p>Staff training has increased confidence and consistency in applying self-evaluation frameworks. Teachers demonstrate a clearer understanding of analysing impact rather than describing activity, particularly through the use of FADE sheets. Professional dialogue is more reflective and focused on measurable outcomes, and staff are using pupil progress data more confidently to inform planning. Overall, staff show strong and well-embedded practice in evaluating and improving their work.</p>		

Next Steps for Spring Term

Further embed governor and stakeholder involvement in monitoring activities (learning walks, book scrutiny, pupil voice) to strengthen accountability and external challenge.

Carry out a mid-year quality review of FADE sheets and the impact folder to ensure reflections are evaluative, impact-focused and linked directly to learner outcomes.

Strengthen the consistency and quality of peer observations, ensuring feedback focuses on measurable impact rather than description of activity.

Begin joint cluster monitoring activities (moderation and shared scrutiny) to provide external validation and alignment of standards.

Develop a small number of case studies demonstrating measurable impact, particularly around narrowing the gap and improving teaching consistency.

Refine the self-evaluation calendar where needed to ensure monitoring activities are manageable, purposeful and directly linked to improvement priorities.