Yggol Gynradd COEDPENMAEN Primary School

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School Development Plan 2025 – 2026

Summary for Parents – What we achieved

Our School Development Plan set out our key priorities for 2025 – 2026. We are pleased to share what we have achieved this year and how these actions have made a positive difference to our pupils' learning, well-being and experiences.

Priority 1

Improve pupils' language skills across the curriculum so they can communicate confidently and effectively in different contexts.

What we achieved

- We strengthened phonics provision and Welsh language development across the school.
- The whole-school phonics programme is now fully embedded and implemented consistently across relevant classes.
- Assessment procedures have been refined, giving a clearer picture of pupils' progress and helping to identify next steps.
- Helpwr Heddiw sessions are now part of daily classroom practice, with more pupils able to discuss and participate in a range of activities. This has increased their knowledge of Welsh sentence patterns.
- Pupils use their language skills more confidently across the curriculum, including in purposeful, authentic learning experiences linked to our whole-school themes.
- There are more opportunities for pupils to speak, listen, read and write in different contexts, including through enquiry and real-life experiences.
- Pupils are better prepared for the next stage of their learning.

The difference this has made

- Pupils are more confident in speaking, listening, reading and writing in different contexts.
- More pupils have a stronger foundation in phonics and Welsh language skills.
- Pupils can use their language skills more effectively across all areas of the curriculum.
- Pupils are better prepared for the next stage of their education.

Priority 2

Refine Curriculum for Wales, with a focus on progression to inform assessment.

What we achieved

- We developed our curriculum to provide engaging and meaningful learning experiences, including through the use of Fantastic Finishes.
- Progression milestones and enquiry questions are now well established and provide a clear framework for developing knowledge, skills and understanding.
- Assessment practices have been strengthened, enabling teachers to make more accurate judgements about pupils' progress and to identify next steps for learning.
- Monitoring activities, including learning walks, work scrutiny and pupil voice, have provided valuable insights into the impact of our curriculum on pupils' learning.
- Our Curriculum Summary has been shared with parents and the wider school community.
- Targeted support and challenge have been introduced for specific groups of learners.
- Pupil voice and enquiry-based learning continue to be embedded, promoting independence and perseverance.

The difference this has made

- Pupils experience a curriculum that is engaging, authentic and relevant to their interests.
- Teachers have a clearer understanding of what is working well and where further development is needed.
- Pupils make stronger progress and achieve their full potential.
- Parents and the wider community have a better understanding of what their children are learning.

Priority 3

To develop the school's provision for pupils with ALN and embed our commitment to anti-racism, in order to create a fully inclusive environment.

What we achieved

- Provision for pupils with additional learning needs has been strengthened, including through detailed provision maps, Individual Development Plans and regular review meetings.
- Pupils and parents are more involved in the planning and reviewing of individual support.
- The use of the Zones of Regulation has been introduced to support emotional wellbeing across the school.
- Additional emotional wellbeing support has been developed for pupils who need it.
- The Voices of Change pupil group has been established and gives pupils a meaningful voice in school life.
- More opportunities have been created for families to share their backgrounds and experiences.
- Our commitment to anti-racism, respect, equality and understanding of different cultures continues to be promoted across the school.

The difference this has made

- Pupils with additional learning needs receive the right support to make progress.
- Pupils' emotional wellbeing is better supported.
- Pupils feel valued, included and respected.
- Our school is a welcoming and inclusive environment for everyone.
- Pupils have a greater understanding of different cultures and the importance of equality and kindness.

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Whole School Self-Evaluation 2025 – 2026

Summary for Parents

We regularly look at how well our school is doing so that we can celebrate what is working well and identify where we can make things even better.
This is a simple summary of our key strengths and areas for development based on Estyn's three key areas.

IA1 | Teaching and Learning

How well our pupils achieve, make progress and develop their skills.

Our strengths

- We provide a broad, balanced and engaging curriculum based on Curriculum for Wales and the four purposes.
- Our curriculum is well designed, with meaningful, authentic learning experiences that reflect our pupils' interests, our local area and the wider world.
- Whole-school themes, enquiry questions, stakeholder involvement and progression milestones provide a coherent framework for developing knowledge, skills and understanding.
- We promote Welsh heritage, diversity, inclusion and global citizenship through well-established approaches.
- Literacy, numeracy and digital skills are planned across the curriculum.
- Additional staff are deployed effectively to support inclusion, engagement and access to learning.
- Our learning environments are positive, with strong relationships.
- Assessment and tracking help us to monitor progress and plan next steps.
- Many pupils achieve expected or above expected outcomes in reading and mathematics by Year 6.
- Pupils show positive attitudes, good behaviour, resilience and work well with others.
- Pupil voice and enquiry-based learning help pupils to be independent and keep going.
- Pupils make good progress from their starting points.
- We see strong outcomes in well-being, collaboration and personal development.

Our areas for development

- Strengthen reading across the school, including developing a culture of reading.
- Further embed the phonics system.
- Develop higher order reading skills.
- Improve mathematical outcomes, with more pupils working at above expected levels.

IA2 | Well-being, Care, Support and Guidance

How happy, safe and supported our pupils are, and how well they behave and engage in learning.

Our strengths

- We have a strong and embedded safeguarding culture, where nearly all pupils feel safe and secure.
- Our school is inclusive and respectful, and most pupils demonstrate positive attitudes towards others.
- We coordinate additional learning needs (ALN) provision well, using detailed provision maps, IDPs and regular progress meetings.
- We work closely with external agencies and specialist professionals to provide tailored support for pupils with additional needs.
- We have effective behaviour management systems, with clear expectations and consistent approaches.
- We are improving attendance and reducing inequalities.
- We have strong relationships with families and external professionals.
- Our transition arrangements support pupils as they move between classes and into the next stage of their education.
- We provide opportunities for pupil voice and leadership, including the School Senedd.
- Pupils show high levels of respect, inclusion and fairness.

Our areas for development

- Improve overall attendance and reduce persistent absenteeism, building on our Inclusive Attendance programme and aiming for the Silver Award.

IA3 | Leading and Improving

How well we plan and lead the school, and how we make sure all pupils are successful.

Our strengths

- The Headteacher has established a clear and ambitious vision which places pupils' well-being, equity and inclusion at the centre of school life.
- Leaders communicate clear expectations and have developed a collaborative culture. Most staff contribute positively to school improvement priorities.
- Leaders use a wide range of evidence to identify strengths and areas for development. Monitoring and evaluation inform school planning, professional learning and resource allocation.
- Leaders recognise when priorities need further embedding and carry these forward to ensure sustainable improvement.
- We have seen positive improvements in phonics, Welsh language development, assessment, ALN processes, curriculum leadership and pupils' emotional regulation and well-being.
- Leaders respond effectively to areas for development in teaching through targeted support and monitoring.
- Leaders provide purposeful professional learning, including coaching, mentoring and collaborative practice.
- Leaders prioritise the needs of vulnerable pupils and those with ALN through well-established systems and targeted support.
- Leaders have a clear direction for Curriculum for Wales, with a focus on pupil voice, progression, authentic learning experiences and inclusive provision.
- Leaders make effective use of staffing and resources, including targeted grant funding, to support school improvement and pupils' needs.

Our areas for development

- Strengthen the quality and consistency of teaching approaches, including questioning, feedback, adaptive teaching and modelling, to improve learning outcomes.

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School Development Priorities 2026 – 2027

Summary for Parents

At our school, we are always looking for ways to continue to improve. Our School Development Priorities for 2026 – 2027 set out the key areas we will be focusing on next year and the actions we will take to make the biggest difference to our children's learning, wellbeing and experiences. This is a simple summary for parents.

Priority 1

To secure strong reading outcomes for pupils and develop ambitious, enthusiastic readers.

Key actions

- Continue to build strong foundations for reading through high-quality phonics, with regular checks to make sure every child is making good progress.
- Help pupils become confident and skilful readers who can read fluently and understand what they read, through a carefully planned approach across the school.
- Create an exciting and inclusive reading culture where pupils choose to read and enjoy reading for pleasure, purpose and real life.
- Use a range of information to understand how well all pupils are doing in reading, so we can make the best decisions to support every child.
- Work with other schools to share ideas, learn from each other and further develop our reading practice.

Priority 2

Develop a consistent whole-school approach to mathematical pedagogy that secures progression, challenge and high standards for learners.

Key actions

- Build on what pupils already know to ensure they make strong and steady progress in their mathematical skills and understanding.
- Use assessments effectively to identify what pupils know and need to learn next, so we can provide the right support and challenge.
- Provide opportunities for pupils to be challenged and achieve high standards in mathematics.
- Strengthen the way we teach mathematics across the school, using clear and effective approaches that help all pupils to learn and remember over time.

Priority 3

Strengthen the consistency and impact of teaching to improve pupils' learning and progress.

Key actions

- Use clear explanations, modeling and purposeful questions to help pupils develop their understanding and thinking skills.
- Ensure teaching is well-adapted to meet the needs of all learners, providing the right support, challenge and opportunities to make progress.
- Use assessment strategies in everyday lessons to check understanding and give pupils helpful feedback so they know how to improve.
- Plan learning carefully so that new learning builds on what pupils already know, helping them to make clear progress over time.