

## OVERVIEW / SUMMARY OF

YSGOL GYMRAEG



FFWRNES

# School Development Plan :

# 2025-2028

# Our School Development Plan

Each academic year, we create our School Development Plan (SDP). This is a plan that sets out the areas that we will be working on as a school over the academic year.

From September 2022, all governing bodies must consider the following national priorities when setting their improvement priorities:

- ✓ improve pupils' progress by ensuring that their learning is supported by a range of knowledge, skills and experience
- ✓ reducing the impact of poverty on learners' progress and attainment

Our CDY is divided into priorities that have been identified from a range of sources including self-evaluation; data analysis; feedback from external sources and internal monitoring. The plan was written in collaboration with staff, governors, children and parents. For each priority, a number of actions are planned throughout the year. It is an operational document, and while there will be no major changes to the scheme, as we put the children at the heart of everything we do, changes may take place to ensure that the scheme responds to the needs of our pupils.

To help increase confidence in and commitment to the school and its development plan, the school publishes this abridged copy on our website. This summary includes:

1. a high-level summary of the school's self-evaluation, conveying the school's main strengths and areas for development;
2. high-level priorities for the current year, actions designed to achieve those priorities; and relevant milestones  
\*including external support provided by the school to help it achieve its priorities for improvement during the current academic year (including support provided or brokered by regional consortia)
3. report on progress against previous year's priorities

In this way, parents, carers and learners will be able to access standardised information available to all schools. This will support transparency by providing parents and carers and the wider community with regular and consistent information about the school and its development.

\*The above is in line with the expectations set out in the School Improvement Guidance: a framework for evaluation, improvement and accountability

## Section 1 : A high-level summary of the school's self-evaluation, communicating the school's main strengths and areas for development

3 overarching areas for self-evaluation:	What we're proud of here at Ysgol Ffwrnes Things the school does well. Features and/or activities that are unique/innovative to the school. Aspects we want to share and celebrate.	What we can do better here at Ysgol Ffwrnes Areas where the school could be working much more effectively, or things that the school could be doing better.
<b>Vision and leadership</b>	<ul style="list-style-type: none"> <li>The headteacher has a strong and well-suited vision for the school, with a focus on ensuring the best possible education for the pupils.</li> <li>The school's commitment to continuous improvement is evident, with high expectations towards themselves and others. School leaders at all levels engage in strategic planning, carefully considering the impact of their actions on the pupils.</li> <li>The headteacher distributes responsibilities wisely and holds staff accountable.</li> <li>Middle and senior leaders have a strong understanding of their areas of learning, identifying strengths and areas for strategic improvement. The governing body plays an active role, complete their statutory duties and acting as valuable critical friends through informed evaluation.</li> <li>The school has good, well-embedded and highly effective self-evaluation systems, involving a wide range of stakeholders in honest and productive discussions.</li> <li>The school prioritises key national exports in its self-evaluation, while considering the wider provision.</li> <li>The school ensures that all members of staff are involved in professional development.</li> <li>A wide range of professional learning opportunities are provided, including courses, visits to study best practice, knowledge sharing internally, and valuable internal research is developed.</li> </ul>	<ul style="list-style-type: none"> <li>Strengthen the performance management processes for support staff.</li> <li>Further develop the role of leaders.</li> </ul>
<b>Curriculum, learning and teaching</b>	<ul style="list-style-type: none"> <li>Almost all pupils make strong progress from different starting points from Nursery to Year 6.</li> <li>In the Foundation Phase, the pupils' language and communication skills are a clear strength. Progress is equally effective in all groups of learners.</li> <li>Numeracy skills develop effectively, and staff offer creative and engaging opportunities for pupils to use these skills across the curriculum.</li> <li>The classroom environment across the school has been developed effectively, supporting the pupils to become independent and engaged learners.</li> <li>They have various opportunities to purposefully use cross-curricular skills within the curriculum.</li> <li>The school enriches the curriculum well through the use of external providers and bespoke landmark visits.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop pupils' digital competence skills and continue to build staff confidence within strand four.</li> <li>Further develop extended writing opportunities across the school.</li> <li>Synchronise numeracy opportunities across to reflect existing good practice.</li> <li>Within formal lessons good examples of spoken language have been observed with pupils across the school, however, the skills are not reflected in informal situations.</li> <li>Continue to develop a curriculum based on inquiry-based learning, in order to promote the best progress for all learners.</li> <li>Develop pedagogy in mathematics to ensure consistent use of Concrete and visual methodologies across the school, improving pupils' conceptual understanding and problem-solving ability.</li> </ul>

	<ul style="list-style-type: none"> <li>• All staff have a good understanding of strengths and areas for pupils to develop and are adapting provision effectively to meet their needs.</li> <li>• The school provides a broad and balanced curriculum.</li> <li>• In the early years, the external learning environment is effectively developed and engages the learners well.</li> <li>• Although the pupils' Welsh speaking skills are not fully developed, the school has robust and effective strategies for developing Welsh grammar and vocabulary.</li> <li>• The school has clear processes for the development of extended writing, and this is used effectively and consistently across the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to improve reading skills and advanced reading skills in both languages, as well as promoting pupils' enjoyment of reading.</li> <li>• Strengthen the international languages in the school.</li> </ul>
<p><b>Well-being, equity and inclusion:</b></p>	<ul style="list-style-type: none"> <li>• There is a welcoming and friendly atmosphere in the school, and this has been recognised by visitors.</li> <li>• There is a strong relationship between the staff and their pupils.</li> <li>• The school has completed its self-evaluation on safeguarding and has identified appropriate actions to implement them.</li> <li>• The headteacher works with the buildings department to address deficiencies and risks, implementing risk assessments to effectively manage situations (for example, staff supervising the backwater).</li> <li>• The staff and almost all pupils feel safe in the school.</li> <li>• Safeguarding practices remain strong and effective, and no concerns have been raised.</li> <li>• The school has made good progress in establishing a whole-school approach to mental health and wellbeing.</li> <li>• The school has conducted an honest self-evaluation and is working with healthy school officials to further improve the provision.</li> <li>• A variety of questionnaires and relevant commercial resources are used wisely to inform the wellbeing support.</li> <li>• There is a strong focus on everyone's well-being, ensuring that leaders do not put unnecessary pressure on staff.</li> <li>• The school has a robust system in place to identify and support vulnerable pupils through the <b>Vulnerability Assessment Profile (VAP)</b> and provides targeted interventions.</li> <li>• The school works successfully on initiatives such as 'Keep Wales Tidy' and work purposefully with a number of organisations to support families in need, for example; Cook 24, Team Around the Family and CYCA.</li> <li>• The school works well with its families, identifying their needs and adapting their discussions to meet the needs of those families.</li> <li>• The school has developed an increasingly inclusive system where ALN is recognised as everyone's responsibility.</li> <li>• Wellbeing is central to the school's work and provision and uses a variety of effective approaches to support learners' wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop progress within attendance levels across the school.</li> </ul>

	<ul style="list-style-type: none"><li>• The school has robust systems in place to challenge poor attendance, and this has had a positive impact over the past academic year.</li></ul>	
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## Section 2 : High level School Development Plan priorities: 2025-2026



### **Blaenoriaeth 1:**

*To embed effective assessment systems for planning and reflecting on the progress of individuals and groups, ensuring that high-quality, consistent feedback is used to move learning forward and guide the school's provision.*



### **Blaenoriaeth 2:**

*Develop inquiry questions as part of the school's planning system to ensure a better purpose for learning.*



### **Blaenoriaeth 3 :**

*To develop opportunities for learners to engage in mathematical inquiries that deepen understanding of problem solving and reasoning.*

## Section 2.1 Csuspect action designed to achieve EYP priorities and relevant milestones

Priority 1: To embed effective assessment systems for planning and reflecting on the progress of individuals and groups, ensuring that high quality and consistent feedback is used to move learning forward and to inform school provision.		
Vision and leadership	Curriculum, Learning and teaching	Well-being, equity and inclusion
<p><b>What are we going to do...</b></p> <ul style="list-style-type: none"> <li>Using data and evidence to monitor and improve the standards of individuals, classes and target groups.</li> <li>Develop a "Pupil on one page" system by using TYFU to identify learners' next steps.</li> <li>Ensure staff training on the effective collection, recording and use of assessment data.</li> <li>Agree on clear expectations for formative assessment and summarization in each class.</li> <li>Review and analyze seasonal data to identify trends, gaps, and target specific support.</li> <li>Strengthen feedback and assessment through teacher training, consistent feedback structure, and team collaboration.</li> <li>Develop pupils' self-assessment and co-assessment to promote awareness of the next stages of learning.</li> <li>Communicate progress clearly with parents, the senior management team and other schools to share best practices.</li> </ul>	<p><b>What we see when we've done it...</b></p> <ul style="list-style-type: none"> <li>Effective assessment system: Teachers consistently use data to monitor progress, identify next steps and drive improvements in standards.</li> <li>Strategic use of data: Staff are confident in collecting, recording and using assessment information to inform planning and teaching.</li> <li>High quality feedback: Pupils receive clear, constructive feedback and understand how to use it to improve their learning.</li> <li>Self-assessment and co-assessment: Learners take greater responsibility for their progress and independently identify their next steps.</li> <li>Collaboration and professional development: Staff share best practice, receive training on effective feedback and collaborate regularly.</li> <li>Culture of continuous improvement: Systems such as TYFU and regular meetings ensure consistency, impact and measurable improvements across the school.</li> </ul>	
Priority 2: Develop enquiry questions as part of the school's planning system to ensure a better purpose for learning.		
Vision and leadership	Curriculum, Learning and teaching	Well-being, equity and inclusion
<p><b>What are we going to do...</b></p> <ul style="list-style-type: none"> <li>Inquiry-based learning training: Arrange and deliver training with the Learning Partnership for Wales, providing opportunities for staff to develop investigative skills.</li> <li>Investigating effectiveness: Staff receiving training surveying the impact on the classroom floor and developing inquiry-based learning practices.</li> <li>Authentic curriculum: Develop meaningful learning experiences based on the local area (e.g. Ffwrnes/Llanelli Area).</li> <li>Progressive learning environments: Create classes that encourage inquiry, experimentation and training pupils to be independent in their learning.</li> <li>Planning enquiry questions: Integrating enquiry questions in KS2 and KS3 order, modifying planning templates, and ensuring the finality of the learning units.</li> <li>Monitoring and feedback: Observing lessons, monitoring planning and learning environments, and reviewing pupils' progress through cold and hot tasks.</li> </ul>	<p><b>What we see when we've done it...</b></p> <ul style="list-style-type: none"> <li>Sharing best practice and staff training to strengthen teaching and inquiry-based learning across the two schools in the federation.</li> <li>Plan a medium and long-term curriculum with expectations and multi-stage learning experiences, including links with the local community.</li> <li>Lessons that start with open triggers, clear enquiry questions and activities that stimulate pupils' curiosity.</li> <li>Pupils develop independence, curiosity and the ability to explain their learning, using enquiry questions as a guide.</li> <li>Monitor progress and understanding through "cold" and "hot" tasks and classes with displays (questions, mind maps, pupils' ideas).</li> <li>Units conclude with events or presentations that show how pupils have combined their skills and learning.</li> </ul>	

<ul style="list-style-type: none"> <li>• Sharing best practice: Organise sessions to share successful examples and effective methods of creating query questions.</li> <li>• Broad learning experiences: Ensuring opportunities for pupils to experiment, enquire and guide their learning, combining skills at the end of term.</li> </ul>		
<b>Priority 3: To develop opportunities for learners to undertake Mathematical enquiries that deepen their understanding of problem solving and reasoning.</b>		
<p style="text-align: center;">Vision and leadership</p>	<p style="text-align: center;">Curriculum, Learning and teaching</p>	<p style="text-align: center;">Well-being, equity and inclusion</p>
<p><b>What are we going to do...</b></p> <ul style="list-style-type: none"> <li>• Ongoing planning – Hold regular stage planning meetings to ensure progression and continuity in Maths lessons.</li> <li>• Cluster Collaboration – subject coordinator to attend cluster meetings and report back to staff.</li> <li>• Sharing expertise – Sharing best practice from the <i>Singapore Maths training</i> with the teaching team.</li> <li>• Increase fluency – Consistently use TT Rockstars, monitor progress and maintain a weekly reward system.</li> <li>• Outdoor maths – To develop teachers' confidence to plan and deliver practical maths activities outdoors.</li> <li>• Authentic learning experiences – Ensure that meaningful and stimulating experiences are planned across the school.</li> <li>• Concrete resource training – Provide training on modelling the use of resources such as <i>Numicon</i>, anonymous blocks and multilink, ensuring they are available in all classes.</li> <li>• Monitoring and scheduling – Adapt timetables to include daily WWN sessions and monitor their implementation and the development of numeracy skills across the curriculum.</li> </ul>	<p><b>What we see when we've done it...</b></p> <ul style="list-style-type: none"> <li>• Learners have regular and bespoke opportunities to use numeracy skills across the curriculum, including real-life based problem solving.</li> <li>• Staff confidently use the structured 'Winning with Numbers' system to ensure the acquisition of basic numbers information.</li> <li>• Opportunities for learners to undertake mathematical enquiries to deepen their understanding of problem solving and reasoning.</li> <li>• A maths wall in each class to reinforce pupils' knowledge and understanding, with the information being kept up to date.</li> <li>• Staff use the 5 mathematical proficiencies to plan lessons and implement a consistent problem-solving approach across the school.</li> <li>• Mathematics activities are consistent, meaningful and motivating, with a culture of sharing best practices and learning from each other being promoted.</li> </ul>	

### Section 3 : Progress/impact report against previous year's priorities (2024-2025)

Priority	Effect <i>Did we meet our targets? What was the effect? If this has not been fully achieved, explain why.</i>
<p><b>Priority 1: To continue to further develop an autistic curriculum based on inquiry-based learning, in order to promote the best progress for all learners.</b></p>	<p>Across the school, most teachers have consistently high expectations, appropriate to the age and development of the pupils, designing learning experiences that take into account prior skills, knowledge and understanding. There is clear consistency in teaching methods across the school, giving pupils stability as they learn. Staff work well together to ensure equality across parallel classes, preventing any class from being disadvantaged. Teachers use the outdoor area effectively for structured learning in some classes, while creative themes provide a local context to learning. Discrimination meets the needs of most pupils, with a few classes showing exceptional effectiveness. The curriculum systematically builds on pupils' prior knowledge, with opportunities to reinforce through application work. In a few classes, practitioners integrate number, literacy, and digital skills particularly effectively. Most pupils are motivated by authentic and purposeful learning experiences, although there are discrepancies in year-on-year recording expectations. Nursery and Reception teachers provide a stimulating environment, planning activities that reflect the pupils' interests and foster independence. There is an effective balance between adult-led and open-ended activities, promoting perseverance. The areas of the basic learning classroom are purpose-built and in line with the logic of the query/theme. Most pupils make good progress during the enquiry and in many classes they have bespoke opportunities to apply their new skills and knowledge in authentic, real-life contexts. The planned activities succeed in meeting the demands and needs of the majority of the pupils with the differentiation being purposeful in most of the classes and extremely effective in about half of the classes.</p>
<p><b>Priority 2: To strengthen mathematical fluency and strategic competence by developing teaching and questioning approaches across the school.</b></p>	<p>Most pupils are making strong progress in their number skills, and there is clear evidence of an increase in challenge and achievement over time. Almost all pupils have a solid understanding of the value of a place appropriate to their age and ability. In addition, most are able to recall prior learning to help them solve problems, and their head numeracy skills are appropriate for their age. However, their ability to retrieve number facts can be strengthened when solving problems. Many pupils use their mathematical skills successfully in problem solving, although there is no consistent approach across the school to support this approach. In some year groups, numeracy skills are used across the curriculum to a level consistent with that seen in specific numeracy lessons, but this is not the case across the whole school. Across the school, many pupils use their data handling skills very successfully. They are able to analyze specific information presented in charts and graphs in order to solve challenging problems. In addition, they are adept at presenting data in graphs, selecting the appropriate type of chart and complying with success criteria. By Year 6, many pupils are able to convert metric units effectively when working with mass and length. They purposefully build on their skills, knowledge and understanding across the school, ensuring they have a wide range of understanding by the end of the primary phase. In addition, the majority of pupils successfully use money skills to solve real-life problems, and use measurement skills skillfully in practical activities. Many pupils develop the ability to explain their understanding through the use of concrete materials and pictures. Many begin to use concrete structures in problem solving and show an understanding of the necessary steps. Most staff confidently use the <b>Winning with Numbers</b> programme to support pupils with a basic knowledge of numbers. In addition, the school has used the Welsh Government's Multiply grant to purchase concrete resources that support pupils' conceptual understanding.</p>

<p><b>Priority 3: Share best practice in effective learning environments that exist to promote wellbeing and bespoke learning.</b></p>	<p>Many of the teachers have developed effective learning environments within their classrooms that are equivalent to the New Curriculum and promote bespoke wellbeing and learning. However, a minority of learning environments need to be developed in order to offer pupils greater independence in their choice of learning, and to further foster their curiosity and enterprise. Consistency within the learning environments of the classes across the school develops effectively, ensuring that opportunities are provided for pupils to develop independent learning practices. The voice of pupils has also contributed significantly to the development of specific areas for learning, including the recording room, the library and areas outside the classrooms. As a result, many learners show high levels of engagement and enthusiasm, along with a better respect for their learning environment. Bespoke learning areas around the school, such as the forest area and pond, promote wellbeing and help most pupils develop as responsible citizens within the school community. In addition, the outdoor zones for Nursery, Reception and Years 1 and 2 are purpose-built and used, stimulating the curiosity and enthusiasm of most pupils. The staff effectively model learning and question the children in these areas. All staff have attended <b>Learning Through Landscapes</b> training, with a focus on carpentry and outdoor activities. As a result, many of them are now planning more bespoke outdoor activities to meet the needs of the pupils. Feedback on wall displays has also been shared after learning trips, with specific guidance on the balance of children's work and what is appropriate to include. This has led to better consistency across the school. In addition, all teaching staff visited <b>Townhill Primary School</b> to observe stimulating learning environments, and what was learned was used to inform improvements in their own rooms. Progression Stage 1 and 2 staff received training from <b>Pete Moorhouse</b>, resulting in the establishment of a woodworking area which effectively nurtures pupils' creativity and practical skills. The school continues to expand the use of the outdoor areas to create meaningful and purposeful opportunities for the development of practical skills and creative thinking. The <b>Early Years Co-ordinator</b> was recently invited to share good practice at a regional event, and other schools have visited to learn from the inspiring work taking place at the school.</p>
<p><b>Priority 4: Review ALN systems and procedures and ensure that the New ALN is confident in its role.</b></p>	<p>A new Additional Learning Needs Co-ordinator (CADY) has been appointed following the retirement of the previous CADY after 13 years of service. The provision for pupils with additional learning needs (ALN) is very beneficial. The support given to pupils with profound needs is good, and this is supported by a range of intervention programmes that are skillfully led by teaching assistants. These programmes have a positive impact on pupils' standards of well-being and progress. Assessment outcomes are purposefully used to design effective intervention programmes that meet the requirements of most pupils with ALN. This element of the school's work is an obvious strength. As a result, many of the pupils are making good progress against their targets, and most of the pupils with profound specific needs are making particular progress. The school's ALN system has been purpose-built, with all staff confident to access the relevant documents. All teaching staff have been trained on the steps of dealing with any ALN concerns, and therefore the needs of the majority of pupils are being met successfully. The ALN Register is current and the school meets the statutory requirements of the current act. Effective progress tracking systems have been put in place, including the introduction of the <b>TYFU</b> system, which monitors pupils' progress and improves coherence between digital and written platforms. In addition, all teaching staff have participated in three progress meetings with the CADY and the senior leadership team. This has enabled staff to reflect on their provision and adapt the offer according to the needs of the pupils. A governor with responsibility for ALN has been appointed and is successfully developing his or her understanding. In the classroom, effective discrimination is used to meet the needs of most pupils, allowing specific ALN staff to focus on those who need more intensive support. The CADY has received relevant training and is a trauma aware practitioner. As a result, most staff now use sensitive language in targeted classrooms, enhancing pupils' emotional and social responses. In addition, support staff have received training tailored to their professional needs, strengthening their ability to support pupils effectively. Overall, the school's ALN systems have improved significantly. Almost all staff</p>

	are confident in navigating relevant documents, and this consistent and informed approach ensures effective provision to meet the needs of pupils.
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