

OVERVIEW / SUMMARY OF



YSGOL GYMRAEG



FFWRNES

School Development Plan: 2026-2029

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 SDP 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 plan, as we put the children at the heart of everything we do, changes may take place to ensure that the plan 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 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 Trimsaran a Ysgol Gymraeg 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 Trimsaran and Ysgol Gymraeg Ffwrnes Areas where the school could be working much more effectively, or things that the school could be doing better.
Vision and leadership	<u>Strategic Vision</u> • The Headteacher has a strong and highly appropriate vision for the federation, focused on securing the best possible educational outcomes for all pupils. • There is a clear commitment to continuous improvement, supported by high expectations for staff and pupils across both schools. • Leaders at all levels engage effectively in strategic planning and consider carefully the impact of their decisions on learners. • Trimsaran Leaders demonstrate a strong understanding of the challenges associated with deprivation and remain committed to improving outcomes for vulnerable learners. <u>Leadership Across the Federation (Including Governance)</u> • The federation invests successfully in developing future leaders and strengthening leadership capacity. • Leadership responsibilities are delegated effectively, and staff are held appropriately accountable for their areas of responsibility. • Middle and senior leaders have a strong understanding of their areas of responsibility and identify strengths and areas for improvement strategically. • Governors play an active role in supporting and challenging leaders and fulfil their statutory duties effectively. <u>Effectiveness of Self-Evaluation and Improvement Processes</u> • Robust self-evaluation processes are embedded across both schools and involve a wide range of stakeholders in honest and productive discussions. • Leaders gather first-hand evidence, performance data and stakeholder views effectively to inform school improvement priorities.	MA3: Areas for Development Trimsaran Further strengthen provision for vulnerable learners by reducing the impact of poverty on attainment and progress.

	- Self-evaluation findings result in accurate improvement planning and support ongoing school development. - National priorities are considered carefully alongside local needs when determining improvement priorities. <u>Commitment to a Learning Organisation and Professional Development</u> - All staff engage in professional learning and development opportunities. - Leaders provide a wide range of professional learning opportunities, including external training, professional enquiry, best-practice visits and internal collaboration. - Professional learning contributes effectively to the continuous development of staff skills and expertise. - A culture of collaboration and professional reflection supports school improvement across the federation.	
Curriculum, learning and teaching	- Nearly all pupils make strong progress from their starting points. - Welsh language and communication skills are a strength, particularly within the older classes of the Foundation Learning classes. In Trimsaran school although pupils make good progress this needs to be developed further. - Progress is effective across different groups of learners. - Numeracy skills develop effectively and pupils are provided with opportunities to apply these across the curriculum. - Learning environments support pupils to become independent, engaged learners. - Pupils are provided with purposeful opportunities to develop and apply cross-curricular skills. - The curriculum is enriched through visits, visitors and external providers. - Staff know pupils well and adapt learning experiences effectively to meet their needs. - Both schools provide a broad and balanced curriculum. - Outdoor learning provision is a strength within Foundation Learning. - Strong strategies are in place to develop Welsh vocabulary and grammar. - Clear and consistent approaches support the development of extended writing. Ffwrnes: Strong emphasis on developing pupil independence through learning environments and curriculum design. Trimsaran: Nearly all pupils make strong progress despite particularly low starting points.	- Continue to develop an authentic, enquiry-led curriculum to promote high-quality learning experiences. - Further develop mathematics pedagogy through consistent use of CPA/CAP approaches. - Continue to improve data literacy across the federation. - Strengthen provision for international languages. - Increase opportunities for pupils to apply numeracy skills consistently across the curriculum. Ffwrnes: Improve the impact of feedback so pupils understand how to improve their work. Develop pupils' ability to identify next steps and reflect on their progress through TYFU processes. Trimsaran: Continue to improve older pupils' reading comprehension, higher-order reading skills and enjoyment of reading and Welsh oracy skills.

Well-being, equity and inclusion:	• Both schools provide a welcoming, caring and inclusive environment. • Relationships between staff and pupils are strong. • Safeguarding systems are robust and effective. • Pupils and staff report feeling safe in school. • Both schools have developed effective approaches to wellbeing and mental health. • Vulnerable learners are identified early and supported effectively through robust systems and targeted interventions. • Both schools work effectively with families and external agencies to provide support. • Inclusive approaches ensure that ALN is recognised as everyone's responsibility. • Wellbeing is central to provision across both schools. • Attendance systems have led to recent improvements. • Ffwrnes: Strong work with community organisations including Cadw Cymru'n Daclus and a range of family-support agencies. • Trimsaran: Significant support for families experiencing deprivation, including practical support and partnerships addressing basic family needs. Strong recognition and understanding of the challenges associated with serving a community experiencing high levels of deprivation.	• Budget pressures and funding constraints continue to pose significant challenges. • Limited capacity within Education Welfare Services. • Attendance remains an ongoing challenge in Ysgol Trimsaran within certain pupil groups. • Ffwrnes: Potential impact of nearby school developments on pupil numbers and future sustainability. • Trimsaran: Socio-economic deprivation continues to impact learner outcomes. Attitudes towards the Welsh language within parts of the community.
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Section 2 : High level School Development Plan priorities: 2026-2027



Priority 1: Develop a strong culture of literacy through a systematic approach to reading, ensuring all learners acquire, apply and extend effective reading skills. Promote positive attitudes towards reading while increasing pupils' confidence, attitude and competence in speaking Welsh across the curriculum.



Priority 2: Embed a consistent approach to high-quality feedback and appropriate challenge across the school to improve pupil progress and attainment, with a particular focus on further developing extended writing skills.



Priority 3: Develop and embed a consistent Singapore Maths-inspired approach across the school, enabling all pupils to build deep conceptual understanding, fluency, reasoning and confidence in mathematics.

Section 2.1 Planned actions to achieve the SDP priorities; abd relevant milestones;

Priority 1: <i>Develop a strong culture of literacy through a systematic approach to reading, ensuring all learners acquire, apply and extend effective reading skills. Promote positive attitudes towards reading while increasing pupils' confidence, attitude and competence in speaking Welsh across the curriculum.</i>		
Vision and leadership	Curriculum, Learning and teaching	Well-being, equity and inclusion
What are we going to do... • Introduce a consistent, systematic approach to teaching reading across the school. • Audit and improve reading resources, libraries and reading environments. • Use assessment data and TYFU to identify pupils requiring additional reading support. • Develop pupils' reading fluency, comprehension, vocabulary and higher-order reading skills. • Strengthen opportunities for pupils to use Welsh orally across lessons, playtimes and school life. • Promote reading for pleasure through reading ambassadors, reading buddies, book clubs, library links and author visits. • Implement staff training and research-informed approaches to reading development and Welsh language acquisition. • Develop stronger partnerships with parents to support reading at home.	What we see when we've done it... • Pupils make measurable progress in reading across Welsh and English. • More pupils read independently, discuss books confidently and enjoy reading. • Pupils receiving interventions meet their individual targets. • Welsh vocabulary, speaking confidence and spontaneous use of Welsh improve across the school. • Pupils participate confidently in discussions, explanations and presentations. • Teaching of reading is consistent across all classes. • Reading outcomes improve, particularly in Welsh reading and identified cohorts.	
Priority 2: <i>Embed a consistent approach to high-quality feedback and appropriate challenge across the school to improve pupil progress and attainment, with a particular focus on further developing extended writing skills.</i>		
Vision and leadership	Curriculum, Learning and teaching	Well-being, equity and inclusion
What are we going to do... • Embed a federation-wide approach to high-quality feedback. • Ensure all teachers use effective verbal feedback, live marking and dedicated improvement time. • Develop consistent approaches to challenge for all learners, including the more able. • Strengthen pupils' use of self-assessment and peer assessment. • Use TYFU and pupil progress meetings to identify pupils requiring additional support. • Plan extended writing opportunities systematically across the curriculum through genre mapping.	What we see when we've done it... • Pupils understand how to improve their work and can identify clear next steps. • Feedback consistently leads to improvements in pupils' work. • Challenge is well matched to pupils' starting points and needs. • Pupils confidently use self-assessment and peer assessment. • Extended writing is evident across the curriculum and shows clear progression. • Pupils write independently, edit effectively and improve the quality of their writing. • Staff demonstrate consistency in feedback, challenge and writing expectations.	

• Develop pupils' independence in planning, drafting, editing and improving their writing. • Provide professional learning and collaborative moderation opportunities for staff.		
Priority 3: Develop and embed a consistent Singapore Maths-inspired approach across the school, enabling all pupils to build deep conceptual understanding, fluency, reasoning and confidence in mathematics.		
Vision and leadership	Curriculum, Learning and teaching	Well-being, equity and inclusion
What are we going to do... • Develop and embed a consistent Singapore Maths-inspired approach across the federation. • Ensure all staff use a concrete-pictorial-abstract (CPA) progression in mathematics teaching. • Introduce common lesson structures, resources and mathematical problem-solving frameworks. • Provide daily fluency practice and structured mathematical reasoning opportunities. • Strengthen pupils' mathematical discussion through agreed vocabulary and sentence stems. • Increase opportunities for pupils to participate in mathematical enquiries and real-life problem solving. • Use assessment information to target intervention groups and support learners effectively. • Provide professional learning and collaborative planning opportunities for staff.		What we see when we've done it... • Pupils demonstrate secure conceptual understanding of mathematical ideas. • Pupils use concrete resources confidently and appropriately. • Fluency, accuracy and recall of number facts improve across the school. • Pupils explain, justify and evaluate their mathematical thinking using correct vocabulary. • Pupils work more independently and confidently when solving problems. • Mathematical reasoning and problem-solving are evident in lessons and across the curriculum. • Staff consistently apply agreed Singapore Maths approaches across year groups.

Section 3 : Progress / impact report against previous year's priorities (2025-2026)

Priority	Effect <i>Did we meet our targets? What was the effect? If this has not been fully achieved, explain why.</i>
Priority 1 Ysgol Ffwrnes: 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 provision.	• Significant progress has been made in embedding consistent assessment practices across the school through professional learning, moderation and monitoring. • Staff training through the Learning Partnership and the implementation of the TYFU tracking system have strengthened teachers' confidence in using assessment information to identify next steps and target interventions. • Most teachers now provide clear verbal and written feedback, with dedicated improvement time enabling pupils to respond and improve their work. • Lesson observations, book scrutiny and learning walks demonstrate increasing consistency in questioning, feedback and retrieval practice across the school. • Cross-school moderation and professional dialogue have strengthened the accuracy of assessment judgements. • By the Summer Term, assessment systems are embedded across the school and are informing planning effectively.
Priority 2 Ysgol Ffwrnes: To develop inquiry questions as part of the school's planning system to ensure a better purpose for learning.	• The school has successfully embedded inquiry questions within planning across progression steps, ensuring learning has a clearer purpose. • The majority of pupils can explain what they are learning and why they are learning it. • Teachers consistently use inquiry questions to promote discussion, reflection and deeper thinking. • Learning environments support curiosity and independent learning, with pupils increasingly applying their knowledge in authentic contexts. • Hot and cold tasks have strengthened teachers' ability to measure progress over time and adapt future planning. • Professional collaboration has improved consistency in inquiry-based learning across the school. • By the Summer Term, inquiry planning is well embedded, and pupils demonstrate greater independence, critical thinking and engagement.
Priority 3 Ysgol Ffwrnes: To develop opportunities for learners to engage in mathematical inquiries that deepen understanding of problem solving and reasoning.	• Staff training in Singapore • Maths and concrete resources have improved consistency in mathematical pedagogy across the school. • Most pupils now confidently use concrete resources and mathematical strategies to solve increasingly complex problems. • Mathematical inquiry has become a stronger feature of classroom practice, with pupils applying their learning in real-life and cross-curricular contexts. • TT Rock Stars, Winning With Numbers and assessment information demonstrate improving fluency and confidence across progression steps. • Lesson observations show increased independence, reasoning and discussion during mathematical investigations.

	By the Summer Term, pupils explain and justify their mathematical thinking more confidently and teachers use assessment effectively to plan next steps.
Priority 1 Ysgol Trimsaran: Provide challenge for all pupils by improving teaching and giving regular and effective feedback.	- All staff completed effective feedback training, establishing a consistent whole-school understanding of high-quality feedback. - Professional learning on questioning, challenge, scaffolding and feedback has improved classroom practice. - Triad working, learning walks, book scrutiny and monitoring by SLT, ESA and local headteachers have strengthened consistency across the school. - Feedback and Improvement Time is now embedded, with book scrutiny showing pupils increasingly responding to feedback and improving their work. - Pupils have greater ownership of their learning and can increasingly explain their next steps. - Staff collaboration through twilight sessions has promoted consistency in assessment for learning and challenging learning experiences.
Priority 2 Ysgol Trimsaran: Continue to improve pupils' attitudes towards speaking Welsh.	- Pupils' confidence and enthusiasm for speaking Welsh have increased through authentic experiences including Welsh music, theatre, podcasts and Welsh-speaking role models. - Language Pattern of the Week, Idiom of the Week and Welsh News discussions have increased opportunities for purposeful spoken Welsh. - Criw Cymraeg has successfully raised the profile of Welsh through reward assemblies and Cymro/Cymraes yr Wythnos. - Welsh language point boards and playground rewards have increased incidental Welsh during playtimes. - Partnerships with Menter Iaith have strengthened opportunities beyond the classroom. - Older pupils have successfully mentored younger pupils through Welsh playground games.
Priority 3 Ysgol Trimsaran: Improve pupils' extended writing skills.	- Extended writing opportunities are now planned consistently across the curriculum through improved genre mapping. - Beginning and end-of-genre assessments are supporting teachers in identifying progress and next steps. - Pupils are demonstrating greater independence through planning, editing and redrafting their writing. - Vocabulary development, Big Write strategies and VCOP are becoming embedded and pupils are beginning to use more ambitious vocabulary. - Consistent spelling assessments have improved pupils' attitudes towards writing and willingness to participate. - Staff CPD on modelling, scaffolding and effective feedback has strengthened classroom practice.
Priority 4 Trimsaran: Embed assessment systems effectively for planning and reflecting on pupil progress.	- TYFU tracking and One Page Profiles are now fully implemented and used consistently across the school. - Staff confidently use assessment information to inform planning, interventions and pupil progress meetings. - Cross-curricular moderation has strengthened consistency in literacy assessment. - Monitoring demonstrates improvements in writing quality, accuracy and pupils' responses to feedback. - Pupil voice confirms that most pupils understand their next steps through Green to Grow feedback. - Regular collaborative data reviews are now embedded, and assessment is informing school improvement effectively. - Success criteria have been met, with assessment systems now embedded into everyday practice.

Priority 5 Ysgol Trimsaran: Enhance provision for vulnerable pupils by tackling the impact of poverty on attainment (SLO Project).	• Staff have completed professional learning on action research and developing the school as a learning organisation. • Teachers have identified research questions using assessment data and school priorities. • Action plans have been developed, and most staff have begun implementing classroom enquiries. • Professional dialogue has strengthened reflective practice and evidence-informed teaching. • Early classroom implementation has begun, but there is currently limited evidence to demonstrate measurable impact on pupil outcomes due to the project's stage of development.
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