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OVERVIEW / SUMMARY



School Development Plan : Ysgol Gymraeg Brynsierfel

2026-2027

To be published on the school's website

Our School Development Plan

Each academic year, we create our School Development Plan (CDY). This is a plan that sets out the areas that we will be working on as a school over the course of 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 their learning is supported by a range of knowledge, skills and experience

reducing the impact of poverty on learner progress and attainment

Our CDY is broken down 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's an actionable document, and while there won't be major changes to the scheme, as we put the children at the heart of everything we do, changes may happen to ensure that the scheme responds to the needs of our pupils.

To help increase confidence in the school and its development plan and dedication to them, the school is publishing 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 received 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 standard 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, conveying the main strengths of the school and the areas for development

3 overarching areas for selfevaluation:	What we're proud of here at Ysgol Gymraeg Brynsierfel Things the school does well. Features and/or activities that are unique/innovative to the school. Attitudes we want to share and celebrate.	**What we can do better here at Ysgol Gymraeg Brynsierfel** Areas where the school could be working much more effectively, or things that the school could be doing better.
Vision and leadership	**Vision and Leadership – What we're proud of here at Ysgol Gymraeg Brynsierfel** • At Ysgol Gymraeg Brynsierfel, we are proud of our caring, values-driven leadership and our clear vision for developing confident, independent and ambitious learners. Our leadership team, staff and governors work together to ensure that pupil wellbeing and learning remain at the heart of everything we do. This shared commitment has helped to create a positive school culture where children are supported to thrive both academically and personally. • We are particularly proud of the strong relationships that exist across our school community. Staff work collaboratively, support one another and demonstrate a genuine commitment to continuous improvement. Professional learning is valued highly and staff are encouraged to develop their skills and share effective practice, helping us to continually strengthen teaching and learning across the school. • Our approach to self-evaluation and school improvement is another key strength. We make thoughtful use of evidence to identify priorities and ensure that improvement activities focus on having a positive impact on pupils' experiences and outcomes. We are also proud of our growing culture of distributed leadership, where staff at all levels are taking increasing responsibility for leading areas of school development and contributing to whole-school improvement.	**Vision and Leadership – What we can do better** • Whilst leadership at Ysgol Gymraeg Brynsierfel remains a strength, we recognise that we need to continue developing leadership capacity at all levels to ensure improvement is sustained and consistently embedded across the school. We want all staff to become increasingly confident in evaluating the impact of their work on pupil outcomes and in using first-hand evidence to identify strengths, priorities and next steps. • We also need to strengthen consistency in the implementation of whole-school approaches. Although professional learning and improvement activities have led to many positive developments, the quality of provision and learner experiences can still vary between classes. A key focus moving forward will be ensuring that agreed approaches are embedded consistently so that all pupils benefit from the same high-quality learning experiences. • In addition, we will continue to refine our self-evaluation and improvement planning processes by focusing more sharply on the measurable impact of our actions on learners' progress and outcomes. Through effective collaboration, distributed leadership and a continued commitment to professional learning, we aim to build on our strong foundations and further strengthen the school's capacity for continuous improvement.

	• Strong partnerships with governors, families, the Local Authority and partner schools further enhance our work. Through collaboration and a shared commitment to excellence, we continue to build a school that is reflective, ambitious and always striving to provide the very best opportunities for our learners.	
Curriculum, learning and teaching	**Curriculum, Teaching and Learning – What we're proud of here at Ysgol Gymraeg Brynsierfel** At Ysgol Gymraeg Brynsierfel, we are proud of the engaging and inclusive learning experiences that we provide for our pupils. Our staff work hard to create a welcoming and purposeful learning environment where children feel safe, valued and motivated to learn. As a result, pupils have positive attitudes towards learning, behave well and take pride in their work. We are particularly proud of the strong relationships between staff and pupils, which help to create a culture of trust, encouragement and high expectations. Teachers provide valuable support and feedback, enabling most learners to make sound progress in their literacy, digital and mathematical skills, as well as across a broad range of learning experiences. Our curriculum is rich, broad and engaging. Through educational visits, visitors and a wide range of learning opportunities, pupils develop an understanding of their local area, Wales and the wider world. Learning experiences are designed to stimulate curiosity and enjoyment, helping children to become confident, capable and increasingly independent learners. We are also proud of our commitment to developing pupils' bilingual skills. Staff model the Welsh language effectively and create regular opportunities for learners to develop their speaking and communication skills, supporting them to become competent bilingual speakers.	**Curriculum, Teaching and Learning – What we can do better** Whilst most pupils make sound progress and enjoy their learning, we recognise that there are areas where we can strengthen our curriculum and teaching further. One of our key priorities is to provide more purposeful and regular opportunities for pupils to apply their numeracy skills across the curriculum in meaningful, real-life contexts. Although pupils make sound progress in mathematics lessons, we want them to have more opportunities to use and deepen these skills across a wider range of learning experiences. We also want to develop greater learner independence by providing more opportunities for pupils to make decisions about how they approach, complete and present their learning. While pupils work independently on many tasks and demonstrate positive attitudes towards learning, we want them to have greater ownership of the learning process and increased opportunities to make meaningful choices. In addition, we aim to strengthen writing outcomes across Years 3-6 by developing a more consistent approach to writing and providing more opportunities for pupils to apply and refine their writing skills across the curriculum. We also recognise the importance of establishing a more structured approach to early phonics in Nursery and Reception to ensure children develop strong foundations for future reading and literacy success. As a school, our focus is on building greater consistency across all classes so that every learner benefits from high-quality teaching, purposeful learning experiences and opportunities to achieve their full potential.

	An important strength of the school is the way we adapt learning to meet the needs of individual pupils. Staff know their learners well and work closely with families and external agencies to ensure that every child receives the support they need to succeed. This personalised approach helps pupils to develop confidence, self-belief and a strong sense of belonging within our school community. Finally, we are proud that our pupils embrace leadership opportunities through a range of committees and responsibilities. They contribute positively to school life, develop valuable leadership skills and take an active role in helping our school community flourish.	

Well-being, equity and inclusion:	• The school is an institution that prides itself on its ability and passion towards ensuring a safe and warm environment for all learners. • The school has strong relationships with families, particularly vulnerable families and families of learners with ALN. • Almost all of the pupils are always well-behaved. • There is a very productive work connection between the students and the staff. • The children get along well with each other and are willing to work together in a polite and productive manner. • Because they know the students well, the teachers are able to successfully adapt their instruction to meet almost all of the students' requirements. • Student input benefits the school's operations, such as curriculum planning and the influence of school councils. In order to meet the needs of the Students are successful, the school takes the lead to work with other organizations. • The school's restorative approaches are very successful. The school listens highly effectively to its parents and takes pride in its Open Door culture and strives to foster healthy relationships between learners, in a holistic environment.	• • To offer bespoke opportunities, in each class, to the learners to develop their curiosity and independence. Ensure that remedial approaches and disciplinary processes are clear to all learners, and to all practitioners.

Section 2 : High Level School Development Plan Priorities: 2026-2027

Priority 1 : To provide purposeful and progressive opportunities for learners to apply and deepen their numeracy skills across the curriculum in meaningful, real-life contexts.

Priority 2: To extend purposeful opportunities for learners to make increasingly independent decisions about how they plan, complete and present their learning, developing confidence, resilience and ownership across the curriculum.

Priority 3 : To raise standards in writing across Years 3-6 through a consistent, structured approach that develops learners' enthusiasm, confidence, stamina and independence as writers.

Priority 4 : To establish a structured approach to the teaching of early phonics in Nursery and Reception to improve phonological awareness, early reading skills and long-term literacy outcomes.

Section 2.1 Actions planned to deliver CDY priorities and relevant milestones

Priority 1 : To provide purposeful and progressive opportunities for learners to apply and deepen their numeracy skills across the curriculum in meaningful, real-life contexts.			**Priority 2** : To extend purposeful opportunities for learners to make increasingly independent decisions about how they plan, complete and present their learning, developing confidence, resilience and ownership across the curriculum.		
Vision and leadership	Curriculum, Learning and Teaching	Wellbeing, Equity and Inclusion	Vision and leadership	Curriculum, Learning and Teaching	Wellbeing, Equity and Inclusion
What we're going to do... **Priority 1: Developing Numeracy Across the Curriculum** At Ysgol Gymraeg Brynsierfel, we want all learners to become confident and capable mathematicians who can use their numeracy skills in everyday life. This year, we will focus on providing more purposeful opportunities for pupils to apply and deepen their numeracy skills across all areas of learning, not just during mathematics lessons. This priority reflects one of the key recommendations identified during our recent Estyn inspection. Learners will regularly use their numeracy skills in meaningful, real-life contexts such as budgeting, measuring, collecting and analysing data, problem-solving, outdoor learning and community-based projects. We want pupils to recognise how mathematics helps them make sense of the world around them and to become increasingly confident in selecting and applying the most appropriate strategies independently. Through this work, we aim to strengthen learners' reasoning, problem-solving and mathematical thinking skills while ensuring that activities provide appropriate challenge for all pupils. Our goal is for children to become resilient, confident learners who can explain their thinking, make connections between their learning and everyday life, and use numeracy successfully across the curriculum.			**What we're going to do...** **Priority 2: Develop independence, confidence, resilience and ownership** This year, we will focus on helping our pupils become more independent, confident and resilient learners. We will provide increasing opportunities for children to make meaningful decisions about how they plan, complete and present their learning. Across the school, teachers will create learning experiences that encourage pupils to think for themselves, solve problems, take appropriate risks and develop ownership of their work. We will strengthen learner voice by giving pupils a greater role in shaping aspects of their learning and encouraging them to reflect on their progress, identify next steps and evaluate the choices they make. Staff will support learners to become less reliant on adult guidance by developing their confidence in selecting resources, choosing strategies and overcoming challenges independently. Through a consistent whole-school approach, we will develop pupils' resilience, creativity and decision-making skills, ensuring that opportunities for independence build progressively from Nursery to Year 6. Our aim is to nurture ambitious, capable learners who take responsibility for their learning and are well prepared for future challenges.		

What will this look like for pupils?	What will this look like for pupils?
• More opportunities to use mathematics in real-life situations. • Numeracy integrated across a range of curriculum areas. • Increased problem-solving and investigation activities. • Greater use of outdoor learning and community experiences to develop numeracy skills. • More opportunities for pupils to think independently and explain their mathematical reasoning. • This priority supports our vision of developing confident, independent and enterprising learners who are well prepared for the future.	• Having a choice about how they complete and present their learning. • Choosing which resources, tools or strategies will help them succeed. • Planning aspects of their own work and setting personal goals. • Working independently and confidently without always relying on adult support. • Tackling challenges, solving problems and persevering when learning becomes difficult. • Explaining their ideas, decisions and learning clearly to others. • Reflecting on their work, identifying strengths and deciding on next steps for improvement. • Taking part in open-ended and enquiry-based activities where there is more than one possible solution. • Sharing their views and influencing aspects of classroom learning. • Presenting their learning in a variety of ways, such as written work, digital presentations, creative projects, performances or discussions. • Developing confidence in making decisions and taking responsibility for their learning. • Showing greater resilience, independence and pride in their achievements. *For pupils, this priority means having more opportunities to make choices, think independently and take ownership of their learning. They will be encouraged to plan, create, solve problems, reflect on their progress and present their learning in ways that suit them best, helping them become confident, resilient and independent learners.*

What we'll see when we've done it...	What we see when we've done it...
• Pupils confidently use numeracy skills across a range of subjects, not just during mathematics lessons. • Learners apply their mathematical skills independently to solve real-life problems and challenges. • Pupils can explain their thinking, justify their answers and discuss different ways of finding solutions. • Numeracy is used regularly in meaningful, real-life contexts across the curriculum. • Learners demonstrate greater confidence, resilience and independence when tackling mathematical tasks. • Children use their numeracy skills successfully during outdoor learning, investigations and community-based projects. • More pupils select appropriate mathematical strategies independently when faced with unfamiliar situations. • Learners make clear connections between mathematics and everyday life. • Teachers provide consistent opportunities for pupils to apply and deepen their numeracy skills across all Areas of Learning and Experience. • Pupils demonstrate improved problem-solving, reasoning and mathematical thinking skills. • Work scrutiny, learner voice and assessment information show improved standards and confidence in numeracy across the school. • Numeracy becomes a visible and valued part of learning throughout the curriculum, helping pupils become ambitious, capable and confident learners.	• Pupils confidently make decisions about how they plan, complete and present their learning. • Learners take greater ownership of their work and are increasingly responsible for their own progress. • Children select appropriate resources, strategies and methods independently. • Pupils show greater confidence when tackling new or unfamiliar challenges. • Learners demonstrate resilience and perseverance when faced with difficulties, relying less on adult support. • Children can explain the choices they have made and evaluate how successful those choices have been. • Learner voice is evident in daily classroom practice, with pupils having meaningful opportunities to influence their learning. • Pupils reflect on their strengths, identify next steps and take an active role in improving their work. • Learners show increasing creativity, independence and ownership across all areas of the curriculum. • Children are more engaged and motivated because they have greater responsibility for directing aspects of their learning. • Teachers consistently provide opportunities for pupils to make independent decisions and develop learner agency. • Monitoring, learner voice and pupils' work demonstrate improved confidence, independence and engagement across the school.

	Success will mean that our pupils are confident, resilient and independent learners who take ownership of their learning, make informed decisions, embrace challenges and have a strong voice in shaping their learning experiences. *This priority sits primarily within* ***Curriculum, Teaching and Learning****, although it has strong links to* ***Wellbeing, Equity and Inclusion*** *because of the focus on confidence, resilience and learner voice.*

Priority 3 : To raise standards in writing across Years 3-6 through a consistent, structured approach that develops learners' enthusiasm, confidence, stamina and independence as writers.			**Priority 4** : To establish a structured approach to the teaching of early phonics in Nursery and Reception to improve phonological awareness, early reading skills and long-term literacy outcomes.		
Vision and leadership	Curriculum, Learning and Teaching	Wellbeing, Equity and Inclusion	Vision and leadership	Curriculum, Learning and Teaching	Wellbeing, Equity and Inclusion
Priority 3: Improving Writing Across Years 3-6 **What we're going to do...** This year, we will focus on raising standards in writing across Years 3-6 by introducing a consistent and structured approach that helps all learners develop as confident, enthusiastic and independent writers. We will provide regular opportunities for pupils to write at length in both Welsh and English, across a wide range of genres, audiences and real-life contexts. Teachers will use a consistent approach to the teaching of writing across the school, helping learners to develop their skills progressively as they move through each year group. Pupils will be encouraged to plan, draft, edit and improve their work independently, while being supported to build stamina, accuracy and confidence as writers.			**Priority 4: Developing Early Phonics and Reading Skills** **What we're going to do...** This year, we will introduce a structured and consistent approach to the teaching of early phonics in our Nursery and Reception classes. We will focus on developing children's phonological awareness through daily opportunities to explore sounds, rhyme, rhythm, alliteration, blending and segmenting in fun and engaging ways. Staff will work together to ensure that phonics is taught progressively and consistently, helping children build the strong foundations they need for future reading and writing success. We will carefully assess children's		

We will strengthen the links between reading and writing by exposing learners to high-quality texts and helping them apply new vocabulary, language patterns and writing techniques in their own work. Through daily reading opportunities and purposeful writing experiences across the curriculum, we will inspire pupils to see themselves as capable writers who can communicate effectively for a range of purposes and audiences. Our aim is to create a whole-school culture where writing is valued, celebrated and embedded across all areas of learning, enabling every child to make strong progress and take increasing ownership of their development as writers. **What will this look like for pupils?** • Writing more frequently and for a wider range of purposes and audiences. • Producing longer pieces of writing with increasing confidence and stamina. • Using ideas from reading to improve the quality of their writing. • Planning, drafting, editing and improving their work independently. • Writing across a range of curriculum areas, not just during literacy lessons. • Making decisions about language, structure and presentation. • Receiving feedback and using it to improve their work. • Developing greater pride in the quality and presentation of their writing. • Becoming more confident and enthusiastic writers in both Welsh and English. • Showing increasing independence, creativity and resilience when writing.	progress and provide additional support where needed so that every learner can make secure progress from their individual starting points. We will also strengthen the links between phonics teaching, continuous provision and everyday classroom experiences, creating regular opportunities for children to apply and develop their early language, listening and reading skills through play and purposeful learning. Parents and carers will be supported with practical strategies to help develop early literacy skills at home. Our aim is to ensure that all children develop the confidence, knowledge and skills needed to become successful readers and writers, establishing firm foundations for lifelong learning.

What we'll see when we've done it...	What we'll see when we've done it...
• Pupils write confidently and independently in both Welsh and English across a wide range of subjects and contexts. • Learners produce longer pieces of writing with greater stamina, accuracy and attention to detail. • Pupils write effectively for different purposes, audiences and genres, adapting their style appropriately. • Children independently plan, draft, edit and improve their work, taking greater ownership of the writing process. • Learners apply spelling, punctuation and grammar skills accurately and consistently in their independent writing. • Pupils use vocabulary, language patterns and writing techniques inspired by their reading to improve the quality of their work. • Children make confident decisions about the content, structure and presentation of their writing. • Learners reflect on their work, respond to feedback and make improvements independently. • Writing is evident across the curriculum, with pupils applying their skills purposefully in a range of meaningful contexts. • Pupils show increasing enthusiasm, confidence and pride in their writing. • Standards in writing improve consistently across Years 3–6, with clear progression in quality, accuracy and independence. • Assessment information, learner voice and pupils' work demonstrate improved outcomes and a stronger culture of writing across the school. *We will know this priority has been successful when our learners are confident, enthusiastic and independent writers who can write effectively for a range of purposes and audiences. They will take pride in their work, apply their writing skills across the curriculum and demonstrate increasing stamina, accuracy and creativity in both Welsh and English.*	• Children confidently recognise, hear and talk about sounds in words. • Learners demonstrate strong phonological awareness through activities involving rhyme, rhythm, alliteration, blending and segmenting. • Children make secure progress in early phonics and reading from their individual starting points. • An increasing number of Nursery and Reception pupils achieve the expected phonics milestones for their age and stage of development. • Children show growing confidence and enjoyment when engaging with books, stories and reading activities. • Learners apply their developing phonics knowledge during play, continuous provision and everyday classroom activities. • Children demonstrate improved listening, attention and communication skills. • Staff deliver phonics consistently and confidently across Nursery and Reception. • Assessment information shows that children are developing the skills needed to become successful readers and writers.

	• Children move into Year 1 with stronger foundations in phonics, early reading and literacy. • Gaps in attainment are reduced through early identification and targeted support. • Parents feel increasingly confident in supporting their child's early reading and phonics development at home. *We will know this priority has been successful when our youngest learners have strong foundations in phonics, early reading and communication skills. Children will be confident in recognising and using sounds, enjoy reading and books, and be well prepared for the next stage of their literacy journey.*

Section 3 : Report on progress/impact against previous year's priorities (2025-2026)

Priority	Impact – Did we meet our targets? What was the impact? If not fully met, explain why.
Priority 1: To purposefully plan the learning environment in Foundation Learning classes to improve the independence and engagement of all learners.	**Largely met.** Learning environments became more purposeful, well-organised and better resourced, leading to improved learner engagement, independence and confidence. Practitioner understanding of Foundation Learning pedagogy strengthened through professional learning and support from the Local Authority. The strongest impact was seen in Reception, where learners demonstrated increased resilience, concentration and independence. While consistency improved across the phase, progression, challenge and the quality of provision were not yet fully embedded across all classes and therefore remain areas for further development.
Priority 2: To improve the quality and diversity of outdoor provision to enrich learning and raise welfare standards and skills progression across the curriculum.	**Largely met.** Outdoor learning became more structured, regular and varied, providing learners with increased opportunities to develop independence, creativity, collaboration and problem-solving skills. The initiative had a particularly positive impact on wellbeing, engagement and readiness to learn. Staff confidence improved and a stronger whole-school approach was established. However, whilst the impact on wellbeing was clear, progression in curriculum skills and challenge was not yet sufficiently consistent across all classes.
Priority 3: To improve pupils' understanding of diversity within society to develop them as ethically informed citizens (RSE & RVE).	**Partially met with positive impact.** Improvements were made to curriculum planning, progression and staff confidence in delivering RSE and RVE. Learners developed a stronger understanding of diversity, beliefs, relationships and inclusion, and were increasingly able to discuss these topics thoughtfully and respectfully. Provision was enriched through professional learning, the Jigsaw programme, visitors and community links. While progress was evident, the depth and progression of learners' understanding remained variable, particularly amongst older pupils, and further work is needed to fully embed the provision.
Priority 4: To improve the impact and consistency of feedback and assessment for learning.	**Largely met.** Whole-school approaches to feedback and assessment became increasingly embedded. Most learners were able to identify their strengths and next steps and understood how feedback helps them improve. Assessment stickers, self-assessment and peer-assessment opportunities supported greater learner reflection and ownership. Monitoring showed that learners were responding more effectively to feedback and improving their work as a result. Although consistency improved significantly, the quality of self- and peer-assessment remained variable between classes.