

## OVERVIEW / SUMMARY



### School Development Plan : Ysgol Gymraeg Brynsierfel

# 2025-2026

*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 self-evaluation:	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.
<b>Vision and leadership</b>	<ul style="list-style-type: none"> <li>The Senior Management Team has a clear vision for ensuring learners' progress and development in a comprehensive, safe atmosphere.</li> <li>The vision of the leaders is composed with the input of all stakeholders.</li> <li>The school is enthusiastic about growing leaders in various areas across the school, whether that be leaders on the MDaPh or senior managerial leaders.</li> <li>Practitioners, at all levels of responsibility, have strong professional relationships that enable transparent and honest communication. This ensures that the school is effectively managed and that everyone's opinion is valued.</li> </ul>	<ul style="list-style-type: none"> <li>Empowering Learning and Experience Facilitator leaders to self-evaluate and evaluate provision, standards and Learning and Teaching across the school.</li> <li>Ensure that the voice of parents and guardians is heard in the planning of school improvement e.g. in the School Development Plan</li> </ul>
<b>Curriculum, learning and teaching</b>	<ul style="list-style-type: none"> <li>The teachers know the students well and make specific plans for them, which guarantees constant improvement.</li> <li>Teachers in the minority of courses make excellent use of their digital talents to attract students' attention.</li> <li>Almost all staff members use a variety of pedagogical methods to guarantee that students' knowledge and abilities are developing, such as using direct pedagogy to improve language proficiency and encourage student independence through curious pedagogy.</li> <li>The abilities and knowledge of the majority of the school's students have clearly and solidly increased.</li> <li>Each class offers a consistently high level of challenge, enabling the majority of students to perform to the best of their ability.</li> <li>A curriculum that is purposeful and wide-ranging, which engages the interest of almost all students.</li> </ul>	<ul style="list-style-type: none"> <li>To further develop the learners' curiosity and independence</li> <li>Pedagogies used in the minority of classes in the school need to be further developed.</li> <li>The environment in a small number of classrooms is not adequately planned and not all staff members know what the districts' intentions are in order to challenge and support the pupils' progress in a robust manner. As a result, the levels of commitment and curiosity of the minority of the pupils are low.</li> </ul>

	<ul style="list-style-type: none"> <li>• Real and authentic learning experiences are created to guarantee that the learning is deep.</li> </ul>	
<p><b>Well-being, equity and inclusion:</b></p>	<ul style="list-style-type: none"> <li>• The school is an institution that prides itself on its ability and passion towards ensuring a safe and warm environment for all learners.</li> <li>• The school has strong relationships with families, particularly vulnerable families and families of learners with ALN.</li> <li>• Almost all of the pupils are always well-behaved.</li> <li>• There is a very productive work connection between the students and the staff.</li> <li>• The children get along well with each other and are willing to work together in a polite and productive manner.</li> <li>• Because they know the students well, the teachers are able to successfully adapt their instruction to meet almost all of the students' requirements.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• To offer bespoke opportunities, in each class, to the learners to develop their curiosity and independence.</li> <li>• Ensure that remedial approaches and disciplinary processes are clear to all learners, and to all practitioners.</li> </ul>



## Section 2 : High Level School Development Plan Priorities: 2025-2026



Priority 1 : Purposeful planning of the learning environment in foundation learning classes in order to improve the independence and engagement of all learners.



Priority 2: Improve the quality and variety of the outdoor provision in order to enrich learning and raise welfare standards and skills progress across the curriculum.



Priority 3 : Improve the learners' understanding of diversity within society in order to develop them as informed moral citizens (RSE and RVE)



Priority 4 : Improve the impact and consistency of feedback and assessment processes for learning so that all learners have a clear understanding of their strengths and their next steps in their learning.



## Section 2.1 Actions planned to deliver CDY priorities and relevant milestones

<ul style="list-style-type: none"> <li>Priority 1 : Purposefully plan the learning environment in foundation learning classes to improve the independence and engagement of all learners.</li> </ul>			<ul style="list-style-type: none"> <li>Priority 2 : Improve the quality and diversity of outdoor provision to enrich learning and raise welfare standards and skills progression across the curriculum.</li> </ul>		
Vision and leadership	Curriculum, Learning and Teaching	Wellbeing, Equity and Inclusion	Vision and leadership	Curriculum, Learning and Teaching	Wellbeing, Equity and Inclusion
<p><b>What we're going to do...</b></p> <ul style="list-style-type: none"> <li>Purposefully review and organize the classroom environment to include rich and flexible learning areas that encourage exploration, problem-solving, and autonomy.</li> <li>Include accessible and engaging resources that enable learners to choose tools and tasks independently, fostering a sense of ownership over their learning.</li> <li>Develop bilingual signs and labels that support early literacy and help pupils use the environment effectively without relying on adults.</li> <li>Organise opportunities for learners to participate in weekly discussions on the purpose and use of the learning areas in order to strengthen their awareness of their learning goals.</li> <li>Use regular observations and assessment information to continuously adapt the environment in line with the needs and interests of the learners.</li> <li>Working together as a classroom team and a nursery team to share good practice and ensure consistency in planning the learning environment across the Foundation Phase.</li> </ul>			<p><b>What we're going to do...</b></p> <ul style="list-style-type: none"> <li>Undertake an audit of existing outdoor provision to identify strengths and areas for further development.</li> <li>Invest in diverse, natural and stimulating resources to enhance cross-curricular outdoor learning experiences.</li> <li>Include intentionally designed outdoor activities that support physical development, mental wellbeing, collaboration and problem-solving skills.</li> <li>Fully integrate outdoor learning opportunities into seasonal plans to ensure meaningful links to areas of learning and experience.</li> <li>To facilitate staff development through specific training on outdoor learning and how to use the environment as a 'third teacher'.</li> <li>Involve learners' views and voices in the planning and development of the outdoor spaces to improve a sense of ownership and increase engagement.</li> </ul>		
<p><b>What we see when we've done it...</b></p> <ul style="list-style-type: none"> <li>✓ Learners use the classroom environment confidently and independently, purposefully choosing their own activities.</li> <li>✓ Established practices that demonstrate meaningful and repetitive use of core learning areas, with learners moving smoothly between tasks.</li> <li>✓ Bilingual signs and labels actively used by learners to inform and literate their learning experiences.</li> <li>✓ Self-planned and learner-led play activities that lead to deeper engagement and development of mental skills.</li> <li>✓ Measurable increase in independence, problem solving and collaboration skills, identified through observations and assessments.</li> </ul>			<p><b>What we see when we've done it...</b></p> <ul style="list-style-type: none"> <li>✓ Learners engage enthusiastically and purposefully with outdoor activities that promote well-being, creativity and broad skills development.</li> <li>✓ Evidence of an increase in physical, social and emotional skills through intentionally designed outdoor activities.</li> <li>✓ Richly organised, safe and well-organised outdoor learning environments that encourage exploration, adventure and collaboration.</li> <li>✓ Outdoor learning activities related to the learning and experience areas of the Curriculum for Wales, including literacy, numeracy and digital skills.</li> <li>✓ Natural and diverse resources are used effectively by staff and learners, reflecting a sustainable and environmentally conscious approach.</li> </ul>		

<ul style="list-style-type: none"> <li>✓ Staff are able to clearly explain the purpose behind each learning area's plan and how it supports a particular development.</li> <li>✓ Evidence of effective teamwork between adults within the classroom and the wider Foundation Phase, ensuring a consistent and coherent approach.</li> <li>✓ The use of assessment information and observations to dynamically adapt the environment to meet changing needs.</li> <li>✓ Learners express an understanding of the purpose of the learning areas and reflect on their learning in discussions or through visual evidence.</li> <li>✓ External authorities (e.g. Estyn visitors or practitioners from other schools) recognise the quality of provision and highlight learner engagement.</li> </ul>			<ul style="list-style-type: none"> <li>✓ Staff are confident in using the outdoor environment as an integral part of their teaching practice, and can explain how it supports learner development.</li> <li>✓ Children show an improvement in their confidence, initiative and independence as a result of regular opportunities to learn outside.</li> <li>✓ The learner's voice is prominent in the planning, adaptation and evaluation of outdoor provision.</li> <li>✓ Work in partnership with parents, the local community or external agencies to expand outdoor learning opportunities.</li> <li>✓ A growing appreciation among staff and learners of the link between outdoor learning and wellbeing, which is reflected in assessments and evidence.</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Priority 3 : To improve learners' understanding of diversity within society in order to develop them as morally informed citizens (RSS and CMG)</b></li> </ul>			<ul style="list-style-type: none"> <li>• <b>Priority 4 : Improve the impact and consistency of feedback and assessment processes for learning so that all learners have a clear understanding of their strengths and next steps in their learning.</b></li> </ul>		
Vision and leadership	Curriculum, Learning and Teaching	Wellbeing, Equity and Inclusion	Vision and leadership	Curriculum, Learning and Teaching	Wellbeing, Equity and Inclusion
<p><b>What we're going to do...</b></p> <ul style="list-style-type: none"> <li>▪ Review the curriculum and select suitable resources that reflect diverse society, including different communities, cultures, religions, families and identities.</li> <li>▪ Design cross-curricular learning opportunities that promote tolerance, respect and equality through relevant themes (e.g. anti-bullying, human rights, anti-racism).</li> <li>▪ To organise rich learning experiences through the medium of books, music, art and media that give voice and visibility to a wide range of voices and perspectives.</li> <li>▪ Facilitate regular class discussions using methods such as discussion circles or a school forum to encourage empathy and understanding between learners.</li> <li>▪ Work in partnership with external organisations (e.g. Stonewall Cymru, Urdd, Mudiad Meithrin, local charities) to organise workshops, guest speakers or thematic events.</li> <li>▪ Monitor learners' attitudes and understanding through observations, the child's voice and work evidence, to ensure progress and further inform planning.</li> </ul>			<p><b>What we're going to do...</b></p> <ul style="list-style-type: none"> <li>▪ Review existing assessment policies and practices to ensure consistency and mutual understanding among staff of the 'assessment for learning' approach.</li> <li>▪ Develop and implement clear and practical feedback systems that include verbal, written and/or visual feedback, focusing on strengths and realistic next steps.</li> <li>▪ Conduct training and joint planning sessions for staff on effective assessment, including the use of language that encourages reflection and growth.</li> <li>▪ Facilitate opportunities for learners to engage in self-assessment and co-assessment, fostering a sense of ownership over their learning.</li> <li>▪ Use portfolios or learning logs to document progress and reflective discussions between staff and learners about their learning journey.</li> <li>▪ Regularly review the impact of feedback on learner progress by monitoring books, class observations, and the learner's voice.</li> </ul>		

What we see when we've done it...	What we see when we've done it...
<ul style="list-style-type: none"> <li>✓ Learners express positive attitudes towards diversity, showing respect for others regardless of their background, beliefs or identity.</li> <li>✓ Learners' work (e.g. writing, art, projects) reflects an understanding of a diverse society and a willingness to learn about other perspectives.</li> <li>✓ Books, exhibitions and classroom materials include role models and inclusive resources representing a range of communities and identities.</li> <li>✓ Class discussions demonstrate that learners are able to explore and reflect on moral and social topics, such as equity, inequality, and responsibility.</li> <li>✓ The inclusion of ACT and CMG is prominent in learning plans, with cross-curricular links identified and effectively implemented.</li> <li>✓ Evidence of opportunities for learners to engage with individuals or community groups through partnership projects or extra-curricular activities.</li> <li>✓ Staff feel confident and competent to lead sensitive discussions and use language that promotes inclusion and respect.</li> <li>✓ Measurable improvement in learners' attitudes and behaviours, as indicated by the child's voice survey or positive behaviour logs.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learners are able to confidently discuss their strengths and next steps, demonstrating awareness of their learning journey.</li> <li>✓ Repetition and consistency in feedback methods across classes and periods, reflecting shared practices.</li> <li>✓ Evidence of constructive, purposeful and meaningful feedback in learners' work, whether written or oral.</li> <li>✓ Self-assessment and co-assessment sessions are naturally embedded in learning, with learners using language that reflects the next steps.</li> <li>✓ Improved increase in learners' autonomy in setting personal targets and responsibility for their progress.</li> <li>✓ Staff use assessment information effectively to inform the planning and adaptation of learning provision in line with individual needs.</li> <li>✓ Evidence in book workshops, learner discussions and observations of the direct impact of feedback on progress.</li> <li>✓ Sharing effective practice within staff through opportunities to collaborate, observe and model effective feedback methods.</li> </ul>

### Section 3 : Report on progress/impact against previous year's priorities (2024-2025)

Priority	Impact Did we meet our targets? What was the impact? If not fully met, explain why.
Priority 1 Ensure that the learning environment and experiences promote pupils' independence	<ul style="list-style-type: none"> <li>• Pupils are making appropriate progress in their skills, including digital, but gaps persist in Year of Admission and in specific skills such as choosing software to solve problems.</li> <li>• Most pupils use SeeSaw independently, especially from Year 2 onwards, but some younger groups need more guidance.</li> </ul>

<p>in the Foundation Learning Phase to develop successfully.</p>	<ul style="list-style-type: none"> <li>• Effective training for Teaching Assistants (by Rose Jones and county officials) was seen, leading to a better understanding of how to establish an engaging learning environment.</li> <li>• The ongoing provision has been modified, with planning now more coherent across the Progress Stages, but more refinement is needed to link more strongly to the learning themes.</li> <li>• The outdoor area of the Reception has been significantly improved, but the example has not led to constant change in other classes.</li> <li>• Nursery pupils show increasing independence, but too many adult-led activities limit exploration and independent choices.</li> <li>• In the Reception, a lack of resources and modeling continues to hinder increased independence and meaningful engagement with the provision.</li> <li>• Year 1 shows an increase in the use of the learning environment independently, but there is a need for further modelling and maintenance of an organised learning environment.</li> <li>• Limited access to high-quality outdoor learning experiences hinders links to the curriculum and reduces engagement.</li> <li>• A lack of consistency in the quality of provision in some classes leads to behavioral difficulties and limited independence.</li> </ul>
<p>Priority 2: Further develop pupils' extended writing skills for a range of purposes and audiences.</p>	<ul style="list-style-type: none"> <li>• Separate workbooks for literacy and enquiry have clarified the extended writing process and reduced work loss.</li> <li>• A consistent approach has been introduced across the school to develop writing skills, including the use of WAGOLL and success criteria.</li> <li>• Extended writing tasks now follow sequentially in Progress Stage 2 and 3 literacy books, improving clarity and clarification.</li> <li>• Pupils' understanding of the extended writing process has strengthened, but the range of genres needs to be expanded.</li> <li>• Seasonal book reviews have enabled staff to track progress and identify areas for improvement across the year groups.</li> <li>• Presenting tasks in one language followed by a corresponding task in the other language has developed pupils' linguistic understanding.</li> <li>• Pupils' writing skills show a marked improvement over time, with better structure, richer vocabulary and various inhibitors.</li> <li>• Better planning has led to more meaningful and extended opportunities for writing, including stories and poetry.</li> <li>• The school has developed a strong internal capacity to drive this priority independently, no longer requiring external assistance.</li> </ul>

	<ul style="list-style-type: none"> <li>• Pupils' creative writing and fiction skills need to be further developed across the school.</li> </ul>
<p>Priority 3: Refine self-evaluation processes by upskilling and growing practitioners to play key roles, through a robust timetable, to raise standards. Date : 4-12-24 Autumn Term</p>	<ul style="list-style-type: none"> <li>• An experienced senior management team has been appointed and a permanent head has now been appointed.</li> <li>• Job descriptions have been updated to reflect the new structure and increase clarity of responsibilities.</li> <li>• A new self-appraisal calendar and reformulated success criteria were adopted to focus on impact.</li> <li>• Learning missions were conducted by middle leaders, enhancing their ability to identify strengths and prioritize development.</li> <li>• Staff's understanding of the professional standards was strengthened through the provision of resources and training.</li> <li>• A monitoring schedule has been adjusted to reflect the needs of the school and ensure a focus on key areas of development.</li> <li>• Feedback from leaders is more evidence-based in some areas, but this is not yet consistent.</li> <li>• Leaders' responsibilities are more clearly defined, improving accountability and planning targeted interventions.</li> <li>• Senior team have demonstrated an in-depth understanding of strengths and have acted in a timely manner on monitoring findings.</li> <li>• Further action was postponed until the staffing situation stabilised, to enable leaders to exercise their roles effectively.</li> </ul>
<p>Priority 4: Strengthen the processes for monitoring and improving pupil attendance, particularly for those eligible for Free School Meals.</p>	<ul style="list-style-type: none"> <li>• Average attendance for 2023–2024 was <b>91.93%</b>, below the target of 93%, but the school remains in the <b>top quartile</b> compared to similar schools.</li> <li>• <b>Specific</b> absences from 18 pupils, including health and social issues, have had a significant impact on the overall figure.</li> <li>• The school has taken <b>personal steps</b> with individual families, including support with Social Services and parent meetings.</li> <li>• <b>Attendance policies</b> shared with staff; classroom teachers directly monitoring and offering early support.</li> <li>• Communication is <b>tailored</b> with parents through letters, parent evenings and seasonal reports, ensuring 100% families receive information.</li> <li>• There was support from the authority's <b>education well-being department</b> and the use of clear school systems for holiday applications.</li> <li>• <b>Specific wellbeing interventions</b> such as sensory circles, 'check-ins', and breaks have supported pupils with insecurities or concerns.</li> <li>• <b>A robust monitoring system</b> is in place, including seasonal letters and meetings with parents if attendance declines.</li> <li>• There is no significant difference between the presence of groups, nor cases of non-appropriately targeted absence.</li> <li>• Although the target of 93% has not yet been reached, attendance has risen to <b>92.38%</b> by Summer 2025 and further increase is expected in 2025–2026.</li> </ul>

