School Development Plan

Published Summary

(September 2026)

Llwydcoed Primary School

School self-evaluation: summary

Strengths:

Learning:

- Across the school, most pupils make strong progress from their individual starting points. They use their knowledge understanding and skills in their work across the curriculum very effectively.

Language Literacy and Communication:

- Pupils' oracy skills are strong. Nearly all pupils listen carefully and pay close attention to what their peers and adults have to say.
- Younger pupils develop good phonic knowledge and use this well to help them to read. Nearly all pupils develop effective reading skills and, by the end of Year 3, they read a range of suitable texts accurately and fluently. Many older pupils become confident, fluent and expressive readers.
- The introduction of Monster phonics has strengthened the provision for teaching Phonics throughout the school.
- Pupils have a good grasp of a wide range of genres and use their literacy skills successfully to understand the meaning of increasingly challenging vocabulary.
- Pupils' development as writers is strong. Most write successfully to communicate in literacy lessons and across the curriculum. Nearly all pupils take great care to present their written work neatly, with pride, and in a consistent format. Many of the youngest pupils develop their early writing skills effectively through playing well designed activities to practise their gross motor skills and by mark making in a variety of mediums. As they progress through the school, pupils plan their writing effectively.
- Older pupils grasp a clear understanding of different genres and write for a variety of purposes. They apply their writing skills across the curriculum highly successfully.
- Most pupils develop their Welsh language skills well. There has been a focus on improving Welsh and the Gold Award was achieved in July 2025. Attitudes to Welsh are good and we have confident learners and staff.
- There has been a clear vision for how best to implement MFL teaching of German throughout the school and we achieved the foundation level International Award through the British Council in July 2024 as well as the Intermediate level in July 2025. We have a clear focus for additional international activities to be interwoven within our curriculum topics.

Mathematical Development:

- Across the school, most pupils develop a strong understanding of the different areas of mathematics. In all year groups, pupils use their mathematical skills competently and confidently in lessons. Our results in both Procedural and Reasoning tests are very positive.
- Numeracy across the curriculum has been enhanced with Numeracy focus weeks and termly rich tasks.
- Across the school, most pupils develop a strong understanding of the different areas of mathematics. In all year groups, pupils use their mathematical skills competently and confidently in lessons.

Skills:

- Most pupils build a good range of creative skills as they move through the school, and they use them in a range of activities across the curriculum during independent activities and when learning outdoors. We have further extended opportunities for pupils to respond creatively across the curriculum and ensured pupils are given more independent choices about their learning throughout the academic year.
- Pupils use digital equipment confidently and develop their digital skills appropriately as they move through the school.

- Most pupils' physical skills are developing well.
- Nearly all children work well together in groups and pairs and solve problems together.
- Skills applied across the curriculum are clearly identified and build on children's prior learning.
- Through the introduction of Skills Seekers and Learning Style Detectives children have a better understanding of the integral skills linked to the new curriculum and can discuss how and when they use these during the lesson. They also have a better understanding of how they learn best and the different learning styles. Pupils are also clear that they need to use different learning styles depending on tasks. Teachers have focused on using different 'Smarts' in teaching activities.
- The recent introduction of Thinking Moves has broaden pupils ability to think about their learning and thought process.

Teaching and Assessment:

- Most pupils at Llwydcoed Primary thrive due to effective teaching across the school. Staff are knowledgeable and deliver interesting lessons in bustling classrooms. They have high expectations of pupils' learning and behaviour and encourage pupils to challenge themselves to be the best they can be.
- Throughout the school, teachers and support staff have strong working relationships with pupils.
- Nearly all staff ensure that their pupils have fun and enjoy their learning. Most teachers use energetic introductions to lessons and teaching moves at a brisk pace. They use a variety of successful strategies that enable pupils to stay on task and complete work. They use the outdoors regularly to enhance the pupils' learning experiences such as on the 'wild trail' and outside classrooms.
- Most teachers use questioning effectively to develop pupils' thinking and check for understanding. Many differentiate their questioning to cater for pupils' individual needs well.
- Teachers use a range of assessment approaches to build a picture of pupils' individual progress over time and to inform the next steps in their planning. They provide swift, verbal feedback that enables pupils to make good progress and improve their work during lessons. Many teachers make strong links to prior learning, reinforce key concepts, and meet the needs of their pupils well. In the most effective lessons, many teachers match tasks closely to pupils' abilities, offering all pupils an appropriate level of challenge.

The breadth, balance and appropriateness of the curriculum:

- The school has responded innovatively to the Curriculum for Wales. The choices that leaders and staff make align with their vision to support pupils to make progress in their knowledge, skills and understanding. Through a whole-school thematic approach, the school is successfully developing a framework to systematically build on pupils' existing knowledge, understanding and skills across the curriculum. Leaders and staff have implemented purposeful and highly structured plans to support the teaching of literacy and numeracy, which have led to an overall rise in pupils' progress.
- We have introduced a Platinum Pursuit for MAT pupils who are now given further challenge across the curriculum.
- Across the school, teachers plan a wide range of stimulating and authentic learning experiences. Pupils contribute well to the planning of termly topics by suggesting things they want to learn during 'Dazzle Days'. As a result, these independent learning experiences enable pupils to apply their skills in engaging and challenging contexts.
- The school regularly reviews the curriculum, and all staff have a considerable input into curriculum development.
- Staff provide a very good range of stimulating activities indoors, and utilise extensive enhanced provision outdoors, which encourages pupils' enthusiasm and collaborative skills well. As a result, most pupils are confident and fully involved in their learning, and they make full use of the plentiful and imaginative resources.

- The school develops its curriculum carefully to reflect the nature of its context, including activities that reflect the cultural, linguistic nature of a diverse Wales and the wider world.
- Experienced teaching and good ALN leadership ensure nearly all pupils who require additional support make very good progress. Effective strategies and a range of well-run interventions are in place to ensure that individual targets are fully met.

Safeguarding:

- A clear policy exists for reporting concerns and is made clear. The Safeguarding Policy is published on the website and reviewed annually. There are clear child protection and safeguarding procedures in place that are in line with local procedures and best practice; these are fully understood by all staff.

Attendance:

- Our attendance figure for 2025/2026 was 91.9%. Improving attendance remains a priority.

Wellbeing:

- Most pupils feel safe and happy at school. They enjoy coming to school and are eager to learn.
- Nearly all pupils greet visitors in a friendly manner and are proud of their school. They show high levels of support and care for one another, and their behaviour during lessons, at breaktimes and around the school is exemplary.
- Most pupils understand the importance of physical exercise and take part in activities in the classroom, during break times and in after-school clubs, such as football, netball, athletics and dance.
- Pupils participate fully in health and well-being sessions that help them to understand and manage their emotions.
- Pupils understand how to keep themselves safe online and know that they should talk to a trusted adult if issues arise.
- Pupils benefit from being part of a wide variety of leadership groups and this helps to develop their confidence and leadership skills.
- Younger pupils show good levels of independence and enjoy contributing to their learning. They plan 'Amser Enfys' alongside staff for all areas across the curriculum.
- Older pupils enjoy working independently on specific assignments, for example six tasks (missions) linked to their topic work to be completed over a few weeks. Most pupils approach these tasks eagerly and are keen to succeed.
- When given opportunities, many pupils work productively without teacher direction.
- Most pupils show resilience and perseverance.
- Previous initiatives such as Playground Leaders and the Healthy Tuck Shop and Snack initiative have made most pupils far more health conscious.
- We achieved our Eco Schools Green Flag level 3 in Summer 2023 and the Platinum Eco Flag in July 2025. We also achieved our Healthy Schools Phase 6 award in July 2022.
- Most pupils receiving ELSA support make good progress.
- The School Council carries out its duties with enthusiasm and is involved in spending decisions, improving attendance and organising fundraising events.
- Most have very good knowledge and understanding of their community and the wider world through strong links with the community at Harvest, Christmas and Easter times, and through visits to the local church. Most enjoy and welcome working with these organisations.
- Community Links have been further developed this year with local community helping in our weekly gardening club and a large grant has been secured to being to develop our new 'Forget Me Not Plot'.

Care, Support and Guidance:

- Across the school, meaningful and caring relationships between staff and pupils generate trust and respect that is at the heart of the school community. The school develops empathy and compassion through active support of various national charities and a local foodbank.

- The school and staff successfully embody the school's core values. For example, pupils are regularly reminded of the school motto, Growing, Striving, Achieving, Believing and its accompanying actions.
- Throughout the school, there is a calm and consistent approach to behaviour management. All staff use a variety of effective strategies with pupils to resolve any issues at a very early stage. The school also uses a range of rewards for positive behaviour, although pupils are often self-motivated. Consequently, pupils' behaviour is a strength throughout the school.
- Staff offer a wide variety of clubs to support physical health and other interests.
- The provision for pupils with addition learning needs (ALN) is well developed and highly effective.
- Interventions to support pupils' progress in literacy, numeracy and well-being are effective, closely tracked, and reviewed regularly.
- The school helps pupils relate to their community through a wide range of experiences. The local vicar leads assemblies and pupils visited their local church to hold a Harvest Service.
- Pupils have opportunities to develop creativity and self-expression through concerts and performances marking events such as Easter and St. David's Day, also through instrumental music lessons.
- Pupils have well developed social skills and resolve differences well. Most pupils are able to be independent learners and to reflect on their own learning. They are polite and well-mannered and this is often commented upon by visiting guests or outside agencies.
- The spiritual development of pupils is well met. Daily acts of collective worship take place.

Leadership and Improving:

- There is a strong team ethos among all staff, who believe that the welfare of all pupils is a vital ingredient to their success.
- The headteacher and leadership team deliver strong, considerate leadership and, supported by staff, have created an inclusive culture where pupils feel safe and secure and have a strong sense of trust in others.
- All leaders, including governors, have a good understanding of the needs of pupils and the local community, and make every effort to meet these needs effectively. They have high expectations of each other, their staff and the pupils.
- Throughout the school, there is a strong sense of belonging and a strong safeguarding culture.
- The roles and responsibilities of leaders and staff are well defined and communicated clearly. Overall, senior leaders have a good track record of improving pupil performance and the quality of education.
- Overall, the school is developing a good track record of reviewing and developing its provision. For example, leaders identified a need to improve the writing skills of pupils across the school.
- The headteacher has a clear vision for building leadership capacity across the school and the wider leadership team contributes effectively to school improvement. There is strong leadership at all levels and this has improved the school's capacity to achieve change successfully.
- The headteacher has worked conscientiously alongside senior leaders to provide a clear strategic direction for the development of the school, to evaluate its work and plan and deliver improvements.
- Regular and robust self-evaluation activities are ongoing.
- The school uses its limited resources to good effect and recent initiatives have been very cost effective. The school manages its budget well. The school looks for ways to obtain funding from grants, charity and the PTA. The school meets its statutory duties e.g. funding ALN needs when required.

Areas for development:

- LLC: To improve the teaching and learning of reading throughout the school by fully embedding Monster Phonics and improving Guided Reading approaches.
- MN: To refine and develop the approach to the teaching and learning of Mathematics throughout the school and improve provision for Mental Maths.
- Curriculum: To continue to strengthen provision for MAT pupils across all curriculum areas.
- Curriculum: Continue to refine our current curriculum design to enhance creativity and independence across all AoLEs.
- Attendance: To improve and raise levels of attendance and narrow the gap for disadvantaged learners.

SCHOOL DEVELOPMENT PLAN EVALUATION 2025/26	
Priority	**Evaluation of progress**
1. LLC: To develop and refine the approach to the teaching and learning of reading in Literacy and Welsh to further improve overall standards in reading.	Significant developments to the provision for reading and a consistent approach to the teaching of phonics has resulted in a very positive impact on the progress in reading. Younger pupils develop good phonic knowledge and by the end of Year 6, they read a range of suitable texts accurately. Pupils performed well in the National Tests across the school: (a) 13% had a standardised score of <85 (b) 58% had a standardised score between 85 and 115 (c) 29% had a standardised score >115. However, we will continue to fully implement Monster Phonics and Superhero Spelling throughout the school as well as review and improve our approach to Group and Guided reading through the introduction of Reciprocal Reading in order to bring our National Test Results in reading in line with Mathematics.
2. MN: To refine and develop the teaching and learning of Reasoning and Problem Solving and continue to strengthen provision for more able pupils in this area.	Significant developments to the provision for Reasoning and Problem Solving with a focus on MAT pupils have resulted in a very positive impact on the progress in this area. Pupils performed well in the tests across the school: (a) 3% had a standardised score of <85, (b) 68% had a standardised score between 85 and 115 (c) 29% had a standardised score >115. Test results reveal that Reasoning results have improved from 81% of children with scores above 85 in 2021-22 to 90% of children with scores above 85 in 2023-24. This improved further again to 97% of pupils with scores above 85 in 2024-25 and in 2025-26. Due to the current National Tests results in Reasoning with 97% of pupils achieving above average this will not be an area of school improvement next academic year but we will look to ensure that the current approach to the teaching of Mathematics and Problem Solving is consistent throughout the school with the introduction of new teaching staff and look at additional training for all staff in the teaching of Mental Maths.
3. Curriculum: To continue to strengthen provision for MAT pupils across all curriculum areas.	The school has continued to strengthen provision for MAT pupils across the curriculum. A new whole school criterion to identify exceptionally able learners and MAT learners has been developed and there has been a focus on providing interventions for MAT pupils linked to perfectionism. Those with perfectionistic tendencies have been supported in understanding 'Desirable Difficulty' through use of the SHINE project.

	A wide range of extracurricular activities are provided and a broad and rich range of opportunities are available for all learners to further develop their abilities and interests. Due to a lower level of learners achieving scores of 115+ in all National Tests this year we will focus on enhancing provision for More Able Disadvantaged Learners next academic year.
4. Curriculum: Extend opportunities for pupils to respond creatively across the curriculum and develop pupils' independence by ensuring pupils are given more independent choices about their leaning and are able to engage more actively in their learning.	The school has developed a New Curriculum that allows pupils to receive a wide range of learning experiences that are engaging, challenging and stimulating, thus ensuring pupils make the best possible progress. There has been good progress in the development of creativity and independence and most pupils build a good range of creative skills as they move through the school, and they use them in a range of activities across the curriculum during independent activities and when learning outdoors. Pupils are given more choice about their learning and starting to develop much more independence as evidenced in lesson observations. However, due to the introduction of new teaching staff we need to embed our current approaches to creativity and independence and ensure this is embedded.
5. Curriculum: To review and refine our current curriculum design.	We have continually reviewed and refined our current curriculum design. This will be a continual cycle of improvement each academic year.

SCHOOL DEVELOPMENT PLAN PRIORITIES 2026/27		
Priority	**Key Actions**	**Support**
1. LLC: To improve the teaching and learning of reading throughout the school by fully embedding Monster Phonics and improving Guided Reading approaches.	• Action research completed by LLC lead and INSET delivered on our approach to Group and Guided Reading. • All staff to attend professional learning in INSET. • All new staff to attend Monster Phonics and Superhero Spelling training. • Staff to attend Reading Reconsidered training. • Reading planning to be revised, developed and shared. • Triads organised. • Sharing practice and learner work.	• Professional learning for all staff.
December Milestones • All teachers have accessed high quality professional learning regarding reading and phonics. • Reading 'expectations' have been identified. • Learners access high quality reading and phonics lessons. • Progress of learners has been reviewed. Baseline assessments completed and challenging targets set.	**March Milestones** • All teachers have shared practice with each other. • Accelerated progress in learners' phonics and reading standards. • Progress of learners has been reviewed. • Pupil progress meetings.	**July Milestones** • Professional discussion, sharing of practice has continued. • Learners make significant progress from baseline and challenging targets achieved. • Parents and learners have engaged in literacy themed days and/or community events. • Progress of learners has been reviewed.
2. MN: To refine and develop the approach to the teaching and learning of Mathematics throughout the school and improve provision for Mental Maths.	• Action research completed by MD lead on provision for Maths throughout the school. • All staff to attend professional learning in INSET. • All staff to attend professional learning in INSET on Big Maths.	• Professional learning for all staff.

	• Development of overview and approach to teaching and learning. • Sharing practice and learner work.	
December Milestones • All teachers have accessed high quality professional learning for Mathematics. • Teaching and learning process has been refined for Mathematics. • Learners access high quality lessons. • Progress of learners has been reviewed. Baseline assessments completed and challenging targets set. • Resources purchased for all learners.	**March Milestones** • All teachers have shared practice with each other. • Learners are exposed to effective teaching and learning of Mental Maths. • Increase in the level of Mental Maths abilities. • Progress of learners has been reviewed. • Pupil progress meetings.	**July Milestones** • Professional discussion, sharing of practice has continued. • Learners can confidently approach a range of Mental Matha concepts with increased frequency and provision for MAT pupils has improved. • Parents and learners have engaged in themed days and/or community events. • Progress of learners has been reviewed.
3. Curriculum: To continue to strengthen provision for MAT pupils across all curriculum areas.	• Action research completed on provision for Disadvantaged MAT Learners. • INSET developed and delivered. • Ensure the professional learning programme has a positive impact on the quality of provision. • Triads support the development of pedagogical principles.	• Leaders attend appropriate network sessions to share practice. • Professional learning for all staff.
December Milestones • All teachers have accessed high quality professional learning for MAT provision. • Review the MAT vision. • Introduction to MAT provision delivered for all parents and Governors. • Update the identification process for MAT pupils and develop a new MAT register including More Able Disadvantaged Learners. • NACE audit tool completed by all staff. • Action research developed and shared with staff in INSET.	**March Milestones** • NACE audit tool reviewed. • Review and update necessary policies. • MAT lead to attend the NACE Learning Network events. • Challenge and enrichment present in planning. • Progress of MAT learners has been reviewed. • Pupil progress meetings.	**July Milestones** • Professional discussion, sharing of practice has continued. • Challenge and enrichment present in lesson observations and work looks. • Parents and learners have engaged in themed days and/or community events. • Progress of learners has been reviewed.

• Learners access high quality lessons. • Progress of learners has been reviewed. Baseline assessments completed and challenging targets set.		
4. Curriculum: Continue to refine our current curriculum design to enhance creativity and independence across all AoLEs.	• Action research completed on creativity and independence. • INSET developed and delivered. • Ensure the professional learning programme has a positive impact on the quality of provision. • Triads support the development of pedagogical principles.	• Leaders attend appropriate network sessions to share practice. • Professional learning for all staff.
December Milestones • All teaching staff have received further training. • Training for all staff on Creativity and Independence action research. • Teachers starting to implement new approaches to creativity and independence. • Pupils given more independent choices about their learning across the curriculum. • All teachers completed first round of triad activity with bespoke focus.	**March Milestones** • Nearly all professional learning needs identified through performance management processes planned for. • Consistent use of approaches to independence and creativity in nearly all classes. • Review of learning environments and independent access to resources. • Second round of triad activities completed.	**July Milestones** • Consistent use of independence and creativity approaches in all classes. • Creativity and independence demonstrated in all classes during lesson observations and listening to learners. • Listening to learners showing pupils are given more independent choices about their learning across the curriculum. • Third round of triad activities completed, and teacher self-review updated within triad. • Improved levels of independence and creativity.
5. Attendance: To improve and raise levels of attendance and narrow the gap for disadvantaged learners.	• Develop and achieve a new whole school attendance target. • Increase the profile of attendance with all stakeholders. • To develop and make use of a new attendance tracker. • Rewards for attendance to continue. • Review and adapt the attendance policy.	• AWO to support issuing FPNs and setting the attendance target.

	• Ensure FPNs are issued when appropriate.	
December Milestones • Attendance audit completed. • Attendances leaflet and website updated. The profile of attendance made a priority. • Tracking system further developed. • Parents of pupils with low attendance start to engage by making use of the Equality Grants to increase family engagement events that target disadvantages learners. • Engage in horizontal collaboration with partner schools who have successful family engagement programs to improve overall attendance.	**March Milestones** • Awards systems developed and having an impact. • FPNs in place. • Attendance policy updated. • Attendance letters issued as and when needed and meeting arranged. • Raise the profile of attendance through effective communication using our website, social media and MCAS App as well as community engagement events.	**July Milestones** • Attendance target achieved. • A reduction in school time holidays. • A reduction in unauthorised absences. • Improved punctuality. • Increased level of family engagement.