Tonnau Primary School

School Development Plan

2025-2026

Action 1	2025 - 26	
To embed opportunities across the curriculum for all learners to develop and apply critical thinking, problem-solving, and integral skills.		
Action 2	2025 - 26	
To ensure that all pupils have meaningful and engaging opportunities to develop their skills across the wider curriculum.		
Action 3	2025-26	
To develop strategic leadership at all levels throughout the school.		
Action 4	2025 - 26	
To improve pupil attendance focusing on the attendance of eFSM pupils.		

September 2025 – July 2026 (Year 1 of Plan)

Priority 1	To embed opportunities across the curriculum for all learners to develop and apply critical thinking, problem-solving, and integral skills.
Why is this a priority?	**Success Criteria – What will success look like?**

Why? To enable learners to become ambitious, capable learners who can think independently, make informed decisions, and respond creatively to challenges in line with the Four Purposes of the Curriculum for Wales. **Aims** 1. **Critical Thinking** – Foster curiosity, questioning, and reflective thinking so that learners can evaluate evidence, form reasoned opinions and make connections across learning. 2. **Problem Solving** – Provide authentic, real-life and cross-curricular learning experiences where learners collaborate, plan, test ideas, and adapt strategies to overcome challenges. 3. **Integral Skills Development** – Systematically plan for and monitor progression in creativity, innovation, personal effectiveness, and digital competence, ensuring these skills are embedded within everyday teaching and learning. **Monitoring** Recent monitoring through book looks, listening to learners and pupil data highlighted the following: • Many pupils have a secure knowledge of number facts (see monitoring report) • The provision for the CPA approach in mathematics has been observed as good with many teachers providing opportunities for pupils to develop a deeper understanding of number concepts.	**Provision** Many teachers will provide regular opportunities for pupils develop and apply their problem-solving and critical thinking skills. Many teachers will continue to support pupils to use a range of strategies when problem-solving. Many teachers will use and teach appropriate strategies with all pupils. These strategies should include some of the following: Boats, chalk talk, true / false, wool web, hit or miss, placemats, double bubble, open / closed sort, odd one out Many teachers will provide effective opportunities for pupils to use and apply their problem-solving skills across the wider curriculum. **Learning**

• Staff plan and implement a broad and balanced mathematics curriculum. However: • Only some teachers provide regular opportunities for problem – solving in maths lessons • Few teachers provide opportunities for developing problem-solving and critical thinking across all areas of the curriculum. Therefore, learners are having limited opportunities to develop their independence. Observations from critical thinking task for each class.	Many learners will demonstrate increasing independence in questioning, reasoning, and decision-making. Many learners will use and apply their problem-solving skills across the curriculum successfully.

Milestones / Actions	Lead Person (s)	Start	Finish	Cost
Vision As part of whole school inset day, all staff discuss why it is a priority and share the vision for pupils' problem-solving, critical thinking and integral skills as outlined in Curriculum for Wales.	N. Richards	Sept 2025	Sept 2025	Nil (INSET)
Professional Learning / Evolving Teaching / Curriculum Development **Enabling Adults** Teachers to receive input from Maths Lead to develop the use of mathematical vocabulary across the curriculum. Staff receive professional development to develop their questioning skills with the learners.	A. Keegan AOLE lead K. Wonnacott / J. Harris	October 2025 Nov 2025	Ongoing Ongoing	Nil Adds Nil Adds

Teachers to provide opportunities for independent problem – solving activities both in maths and across the curriculum.	N. Richards / A. Keegan	Jan 2026	ongoing	Nil Adds
Enabling experiences Teachers will plan for opportunities for learners to take part in tasks which are not book reliant.	All staff	Sept 2025	Termly	Nil INSET
Enabling environment Foundation Phase staff to disseminate good practice to Junior staff to develop the use of space including use of display and the outdoors.	FP staff	Dec 2025	Mar 2026	Nil
Staff to audit resources available to create problem – solving and critical thinking activities.	All staff	Jan 2026	Jan 2026	Nil
Teachers to develop learning areas to promote independence.	N. Richards / A. Keegan	Oct 2025	Oct 2025	Nil
All teachers to receive professional learning from the Maths AOLE lead focused on developing problem-solving skills in mathematics and applying across the curriculum.	A. Keegan AOLE lead /teaching staff	March 2026	ongoing	Nil Adds
Senior leaders to provide opportunities for staff to collaborate (internally and with other schools) sharing examples of learning experiences to support the development of pupils' problem – solving and critical thinking skills.	N. Richards / A. Keegan	Feb 2026	Ongoing	Supply x 3 days = £660

Parents and Carers Hold information sessions, workshops, or parent-teacher meetings to explain the approach, showcase pupil work, and provide guidance on how parents can support their children's learning at home.	Curriculum lead – A. Keegan and all staff	Jan 2026	April 2026	Nil
Professional Development Review Teachers consider a PDR target linked to developing pupils' problem-solving, critical thinking and integral skills and training to meet their individual needs.	N. Richards / A.Keegan	Sept 2025	July 2026	Supply cost x 2 day = £440
Monitoring Learning walks, work scrutiny and listening to learners' activities with members of the governing body to evaluate progress towards achieving the SDP target. Revise action plan based on areas identified for improvement.	N. Richards /A. Keegan / LA/GB	March 2026	July 2026	Supply costs x 3 days = £660
Total - £1760 + any resources that may need purchasing				

Priority 2	To ensure that all pupils have meaningful and engaging opportunities to develop their skills across the wider curriculum.
Why is this a priority?	**Success Criteria – What will success look like?**

Why? To enable learners to become ambitious, capable learners; enterprising, creative contributors; ethical, informed citizens; and healthy, confident individuals in line with the four purposes of the Curriculum for Wales. To provide learners with a 'broad and balanced' curriculum offering, allowing them to develop holistically across all AoLEs, whilst still having the opportunities to apply their cross-curricular skills. Learners will benefit from this target in their development towards becoming Creative Contributors and Informed Citizens, learning about the world through extended knowledge bases taken from all AoLEs. **Aims** - Embed pupil voice in curriculum planning to ensure learning is relevant, engaging, and meaningful. - Provide opportunities for pupils to co-construct learning experiences and reflect on their progress. - Promote cross-curricular skills including literacy, numeracy, digital competence, and oracy through engaging, real-world contexts. - To provide all learners with a more 'balanced' curriculum. - To re-develop the visibility of the Expressive Arts, Science and Technology. - To provide learners a range of enjoyable learning experiences which will engage them in learning about the wider world and how things work. **Monitoring** Recent monitoring through book looks, looking at planning and listening to learners highlighted the following: Cross-curricular skills: · Many opportunities for short-form writing and reading found across the curriculum · However, fewer opportunities for extended writing (including opportunities for edited work) were found	**Provision** Many teachers will provide regular opportunities for pupils to develop and apply their literacy, numeracy and ICT skills across the wider curriculum. Many teachers will use and teach appropriate strategies with all pupils. Many teachers will plan opportunities for pupils o develop their scientific skills. Many teachers will plan opportunities for pupils to experience and develop skills in the Expressive Arts (art, music, film and drama) **Learning** Many learners will successfully demonstrate application of literacy, numeracy and ICT skills across the wider curriculum. Many staff will provide high – quality authentic experiences across all Areas of Learning and Experience. Many learners will demonstrate their scientific skills in authentic, real-life contexts.

• · Opportunities for a choice in how work is presented was found to be limited • · Numeracy opportunities were found to be limited or inconsistent, and learners were often unsure of the purpose of the task or the skill they had used. Subject – specific skills: • Teachers plan at each progression step, activities / lessons to cover all AoLE's however during monitoring it was highlighted that there was a lack of planning for Science and Expressive Arts opportunities. • Pupil questionnaires also support this stating they do not get lots of opportunities to complete art tasks or science investigations. • In line with the more recent "concept" planning model, many learning experiences were steered more towards the Humanities and Health and Wellbeing AoLEs.	Many learners will demonstrate specific skills in the Expressive Arts (art, music, film and drama).

Milestones / Actions	Lead Person (s)	Start	Finish	Cost
Vision As part of whole school inset day, all staff discuss why it is a priority and share the vision for developing literacy, numeracy and ICT skills across the wider curriculum and in improving the provision for the teaching of skills in science and the Expressive Arts.	N. Richards	Sept 2025	Sept 2025	Nil (INSET)
Professional Learning / Evolving Teaching / Curriculum Development **Enabling adults** Teachers to receive professional development in how to plan and provide authentic opportunities to develop literacy, numeracy and ICT skills across the wider curriculum.	AOLE leads – A. Keegan, K. Wonnacott, R. Elias and LA	October 2025	Ongoing	Nil Adds

Adults to receive professional development in helping to support learners in the choices they make in producing their work.	A. Keegan	Nov 2025	Ongoing	Nil Adds
Staff to be upskilled in their own ICT skills and have a good understanding of what is expected in the DCF.	R. Elias AOLE lead / LA	Jan 2026	ongoing	Nil Adds
Staff to receive professional development to ensure the planning of progressive activities in science.	AoLE Lead – R. Elias	Jan 2026	ongoing	Nil adds
Staff to receive professional development to ensure the planning of progressive activities in Expressive Arts.	AoLE Lead – A. Keegan	Sept 2025	ongoing	Nil Adds
Staff to have opportunities to collaborate both internally and with other schools to develop the provision for Science, Expressive Arts and RVE.	AoLE leads - R. Elias, A. Keegan	Jan 2026	July 2026	2 days supply = £440
Enabling Experiences				
Learners to be given opportunities to choose freely how to complete a task or how to present their work in order to promote independence.	N. Richards / A. Keegan	Nov 2025	Ongoing	Nil Adds
Teachers to provide authentic opportunities to develop literacy, numeracy and ICT skills across the wider curriculum.	AOLE leads – A. Keegan, K. Wonnacott, R. Elias	Sept 2025	ongoing	Nil Adds
Pupils to be given the opportunity to contribute and plan for how they should apply their skills via pupil voice.	All staff	October 2025	ongoing	Nil Pupil Voice sessions
Enabling environments				
Staff to develop display to help promote skills development.	All staff	Dec 2025	Mar 2026	Nil

Teachers to develop independent workspaces and consider how their classrooms can be developed to support independence.	N. Richards / A. Keegan	Oct 2025	Jan 2026	Nil
Staff to receive professional development to support the use of outdoor learning.	J. Harris and FP staff / LA	Mar 2025	July 2026	Nil
Parents and Carers Hold information sessions, workshops, or parent-teacher meetings to explain the approach, showcase pupil work, and provide guidance on how parents can support their children's learning at home.	Curriculum lead – A. Keegan and all staff	Jan 2026	April 2026	Nil
Professional Development Review Teachers consider a PDR target linked to developing pupils' cross – curricular skills in literacy, numeracy and ICT or scientific skills and Expressive arts skills and receive training to meet their individual needs.	N. Richards / A.Keegan	Sept 2025	July 2026	Supply cost x 2 day = £440
Monitoring Learning walks, work scrutiny and listening to learners' activities with members of the governing body to evaluate progress towards achieving the SDP target. Revise action plan based on areas identified for improvement.	N. Richards /A. Keegan / LA/GB	March 2026	July 2026	Supply costs x 3 days = £660
Total - £1540				

Priority 3	To develop strategic leadership at all levels throughout the school.

Why is this a priority?	Success Criteria – What will success look like?
Aim To develop leadership capacity throughout the school so that all leaders are able to contribute strategically to sustained improvement. **Monitoring** - SLT comprising of Headteacher and Deputy Headteacher carry out monitoring throughout the school via learning walks and book looks however monitoring exercises rarely involve other members of staff especially AoLE leads. - Monitoring exercises are carried out by SLT and LA and inform future planning and school priorities however the monitoring cycle can lack robustness	All teachers develop their role as an AoLE lead. All teachers contribute to the school's self-evaluation and monitoring cycle. School has a robust monitoring cycle in place. Pupils demonstrate stronger progression in knowledge, skills, and experiences within AoLE areas.

Milestones / Actions	Lead Person (s)	Start	Finish	Cost
Vision As part of whole school inset day, all staff discuss why it is a priority and share the vision for making sure all teaching staff are part of the strategic leadership of the school and that all staff are part of a rigorous monitoring and self – evaluation process.	N. Richards	Sept 2025	Sept 2025	Nil (INSET)

Professional Learning				
Enabling adults				
Audit current leadership roles, strengths and gaps (senior / middle / emerging leaders).	N. Richards	Sept 2025	Sept 2025	Nil
Define and clarify AoLE / phase leadership roles; revise job-descriptions as needed. (strategic leadership, curriculum design, monitoring, supporting colleagues).	A. Keegan	October 2025	October 2025	Nil
Facilitate networking opportunities with other AoLE leads across schools to share best practice.	N. Richards	Jan 2026	July 2026	Supply x 3 days = £660
Support AoLE leads in developing expertise in progression steps and assessment arrangements.	N. Richards / A. Keegan	Jan 2026	March 2026	Nil Adds
Allocate leadership time for AoLE leads to plan, monitor, and support colleagues.	N. Richards	October 2025	July 2026	Supply x 6 days = £1320
Pair AoLE leads with SLT mentors for coaching.	N. Richards / A. Keegan	October 2025	Ongoing	Nil
Set up a monitoring cycle (learning walks, book looks, pupil voice, planning scrutiny) led by AoLE leads.	N. Richards / A. Keegan	Nov 2025	Nov 2025	Nil
Require termly reports from AoLE leads to SLT and governors on curriculum progress and impact.	All AoLE leads	Jan 2026	Termly	Leadership days already planned
Link AoLE lead objectives directly to school improvement priorities.	N. Richards / A. Keegan	October 2025	ongoing	Nil

Professional Development Review Teachers consider a PDR target linked to developing themselves as strategic leaders and receive training to meet their individual needs.	N. Richards / A.Keegan	Sept 2025	July 2026	Supply cost x 2 day = £440
Monitoring Planning, monitoring programme and monitoring and self evaluation exercises with members of the governing body to evaluate progress towards achieving the SDP target. Revise action plan based on areas identified for improvement.	N. Richards /A. Keegan / LA/GB	March 2026	July 2026	Supply costs x 3 days = £660
Total - £3080				

Sept. 2025 - July 2026 (Year 2 of target)

Priority 4	To continue to improve pupil attendance specifically focusing on eFSM pupils.

Why is this a priority?	Success Criteria – What will success look like?
Following on from covid, attendance was at its lowest at 88.99% in 2021/2022. Figures have continued to rise year on year with the attendance for 2023-2024 finishing at 91.3 (an increase of 0.6% on the previous year). 2024 to 2025 overall attendance data increased again from 91.3% to 92.4% meeting the set target of 92% by 0.4%. eFSM pupil data went from 85.7% to 86.9% which was an increase on the previous year of 1.2% However, attendance figures are slow to increase to reach pre – pandemic levels. In the last year, there is no significant difference between boys and girls attendance however there is a significant difference between eFSM (86.9%) and non-FSM (93.7%). This is mainly due to two families (4 pupils). Attendance of ALN pupils is below that of non-ALN pupils with a 1.34% difference.	The school will strengthen the process for tackling attendance. The school will give specific targeted focus to 3 families. Overall attendance will improve from 92.4% to 92.8% Attendance of eFSM pupils will increase from 86.9% to 87.5%

Year 3 High Level Targets	
Year 3	• Overall attendance will improve from 92.6% to 93% • Attendance of eFSM pupils will increase 88%

Milestones / Actions	Lead Person (s)	Start	Finish	Cost

Communication with all stakeholders • Effectively communicate the importance of attendance and the school's systems and processes to pupils, staff, governors and parents. • Ensure coherent communication of the schools systems and clear roles and responsibilities e.g. EWO • importance of attendance to parents via newsletter, website, text to parents, parents' evenings • Continue to implement the Local Authority "Traffic Light" system. Termly RAG letters to be sent home to inform parents of pupil attendance and how this is positively or negatively impacting on pupil progress and wellbeing. • Set up PUPIL attendance team (Y5/6 pupils from school council) responsible for developing actions to improve attendance and communicating key information to their peers and parents. • Share this SDP target with Governors. Meet with Governor with responsibility for attendance on a regular basis and provide them with the monthly data from Carl Glover. Governor to feedback attendance data to FGB meetings on a termly basis. Attendance Governor to also attend meeting with EWO on a termly basis. • Ensure all teachers are aware of their responsibility to raise attendance in their class. Provide teachers with a regular breakdown of attendance for each pupil in their class. Teachers to promote the importance of good attendance and to discuss attendance matters with pupils.	N. Richards / EWO – N. Bryant, Pupil Attendance Team	Sept 2025	ongoing	Nil
Target pupils and families				

HT/Attendance Governor in collaboration with the EWO to undertake regular analysis of data, to identify: • Those pupils who are persistent absentees (80% and below) and those with an attendance rate of less than 90% (Red) • Those pupils who, whilst not persistent absentees, have an attendance rate below 95% (Amber) • Monitor and track the attendance of pupils causing concern on a regular basis (at least fortnightly). Identify patterns of absence, follow up on issues. Discuss pupils causing concern with EWO and agree on any further action required • Implement 1st day response system - ring if absence not reported by 9.30 a.m. Consider potential safeguarding concerns. • Meet and engage with parents of target pupils to discuss the importance of attendance; to explore barriers; to set attendance target and review progress, on a regular basis. • 1:1 mentoring meetings for target pupils with attendance below 90%. Set pupil target. • Engage with relevant outside agencies to improve attendance of vulnerable pupils e.g Attendance Support Officer (to work with those between 80 and 90%) Currently x5 in LA, x2 Persistent Absenteeism Officers (PAO) social workers, health visitors • Ensure pupils causing concern are an agenda item in transition meetings between schools	N. Richards / N. Bryant EWO	Oct 2025	ongoing	TBC – cost of rewards for pupils and cost of creating resources
Sharing good practice Headteacher to:	N. Richards	Jan 2026	Jan 2026	Nil

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- Identify schools similar in context where clearly defined roles are responsibilities result in improving attendance. - Identify strategies that have contributed to the strong performance of the schools. - Consider implementing new initiatives. Review and monitor impact.				
Monitoring In collaboration with the Pupil Attendance team and attendance link Governor, undertake regular data analysis to evaluate progress towards achieving this SDP target. - Is attendance improving? - Is the percentage of persistent absentees falling? - Is the attendance of targeted pupils improving? - Is the attendance of particular groups of learners such as eFSM improving? Ensure monitoring activities include a focus on the progress of pupils with poor attendance.	N. Richards / S. Rees / Pupil Attendance team	Dec 2025	termly	Nil
Total - TBC				