Ysgol Wepre School

Ysgol Wepre

School Development Plan

September 2025

General Information.

Pupil numbers 2024 2025

Year Group	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Numbers	43	40	42	32	40	46	41	43

Pupils on role – 327

OUR SCHOOL MISSION STATEMENT

Achieve success through Happiness

***Creating a school culture and ethos built on happiness**
***Creating an environment which is caring and secure**
***Creating an environment built on trust and mutual respect**
***Having a positive commitment to teamwork**
***Enhancing self esteem**
***Valuing each person**
***Working together**
***Helping each person fulfill their true potential**

At Wepre CP we want our pupils to be:

- **Ambitious, capable learners** who are ready to learn throughout their lives.
- **Enterprising, creative contributors** who are ready to play a full part in life and work.
- **Ethical, informed citizens** who are ready to be citizens of Wales and the world.
- **Healthy, confident individuals** who are ready to lead fulfilling lives as valued members of society.

We aim to

***Foster positive attitudes**
***Encourage people to take on responsibility**
***Be accountable**
***Recognise, praise, encourage and reward people's efforts**

School Context

Ysgol Wepre is a county primary school located in Connah's Quay. Flintshire is the local authority. The school is located in a semi urban location and is in the centre of a large

The school currently has 327 pupils on roll including 43 who attend the part-time nursery class. The school has a morning and afternoon nursery and 11 further classes. The standard number is 43. The school has approximately 39 members of the support team covering a variety of roles across the school.

7.24% of pupils are eligible for free school meals. This figure has been consistent for a number of years.

The school identifies around 14% of pupils as having additional learning needs. No pupils speak Welsh as their first language.

The school was last inspected in October 2023. The current Head Teacher has been in post for 15 years.

Long Term Plan – TBC following SER Processes 2025 2026	
2026 to 2027	To review and develop ALN / nurture provision. To achieve the Silver status in relation to Cymraeg Campus. To work closely with outside agencies and community to further enhance the wellbeing provision for all pupils. Ensure more opportunities to strengthen pupils' use of IT across the curriculum, using DCF as driver for raising standards in IT.
2028 to 2029	To carry out a full review of the school curriculum to ensure it meet the needs of all learners. Review pedagogy in line with the differing needs of the learners. Carry out a full review of the assessment procedures across the school.

Professional Development 24/25

Course	**Impact on Standards**
Oracy – staff training day	Ideas for games and the development of oracy in the classroom. Oracy planned in weekly. Improvement shown in children's speaking and confidence.
Oracy – meeting with Vicky Lees	Development of an oracy action plan to improve standards of oracy throughout the school.
Training day - numeracy	Continuing to use Daily 10 (waiting for games that we were to trial every morning) Daily 10 has significantly improved mental recall of facts especially if not covering that week.

Teaching in a neuro diverse world	Used a few of the ideas to support children in the classroom with varied success.
Working smarter not harder – Mr P	Greater understanding of the use of AI. Have begun to look at some of the resources that could be helpful from Teachmate
How to bring joy into the classroom – Hywel Roberts	Ideas for how to bring a story to life in the classroom. Children respond well to the language 'let's say'
Precision training	Supporting the effective delivery of specific skills to support pupil recall.
Drawing club	Introduced drawing club at the beginning of this year, hoping to develop imagination in children's writing.
Team meetings	Developing the use of Nessy and monitoring the impact on writing. Development of oracy as a separate lesson has improved overall language skills. Comparing and sharing good practise.
Understanding my pension	Greater understanding of how pensions are worked out.
Planning for retirement	Things to consider before retirement
FP Network meetings	Collaborating on initiatives appropriate to delivering the new curriculum.
DH Network meetings	Collaborating with peers to address National and local priorities.
TALP	Cluster training organised for all teaching assistants across GwE

GwE	Metacognition and understanding the ways in which to help develop useful thinking strategies with learners.
L3 safeguarding	The legal duties you must follow to safeguard and promote the welfare of children and young people under the in schools
Aspiring HLTA trainer	Facilitator to develop the training programme
HLTA assessor	Responsible for undertaking assessments of candidates who have completed the Aspiring HLTA Programme, and who are going forward for HLTA status assessment.
Open University	Developing Reading for Pleasure: engaging young readers.
Dysgucymraeg	Work Welsh – language development – Entry level
EWC	'Professionally speaking'–. Research on how children can be challenged to use oracy to improve writing.
Literacy with oracy focus	Working with SIA regarding raising standards in literacy through oracy
GwE TALP	Visits to Secondary and primary school in across GwE region to complete case studies of HLTA roles.
CRUSH (March 2025)	Developing RSE using Art and Drama – learning about RSE in a hands-on, creative, fun way. Removes any stigma or uncomfortable settings
UNCRC (March 2025)	Online course Sharing the rights of a child and how we can include them within our teaching
Llandudno Teacher Conference:	Looking at strategies on how best to support pupils with ADHD in and out of the classroom

Understanding ADHD (July 2025)	
Llandudno Teacher Conference: Use of ICT in the classroom (July 2025)	Seminar with Mr P – shared websites and apps on engaging pupils in the classroom
Llandudno Teacher Conference: Resilience (July 2025)	Hands On seminar sharing how we can build resilience amongst young people
Safeguarding (September 2025)	Procedures to follow when you have a safeguarding concern
Epi-Pen and Asthma Training (September 2025)	How best to support pupils with allergies and asthma
RSE – Consortium Meeting (November 2025)	Discussion as a consortium on how we can show progression of RSE throughout the school Continue with transition opportunities between primary and secondary settings
Epi-pen/Asthma training	Refresher course on allergies which has allowed me to keep up to date with procedures etc.

Ysgol Wepre School

SIP 24/25 Overview

July 2025

Rationale for Selection – Self Evaluation processes indicated that the transfer of knowledge form skill-based learning within maths sessions was not being effectively transferred into other areas of learning and specific problem-solving activities. It was felt that a greater mastery of maths would support improved confidence and transfer of mathematical skills and knowledge

Monitoring - The school monitoring system will be used to ensure all actions are monitored and evaluated to gauge impact – Please see related monitoring timetable.

Area	**Timescale**	**Responsibility**	**Success Criteria**	**Monitoring** R A G/ Comments
Review and Maths' programme to secure deeper learning.	Jan 25	S Dale and all staff	All pupils to have deeper understanding of key Mathematical concepts.	
Strengthen opportunities for pupils to use and apply their mathematical skills in problem solving activities and tasks in which they are required to demonstrate their reasoning skills	Jan 25	S Dale and all staff	Improved standards All pupils, but especially the more able, are consistently challenged and achieve good progress All staff regularly provide opportunities for high achieving pupils to achieve greater depth.	
Secure excellent rates of progress and challenge for more able pupils in maths	Feb 25	S Dale and all staff	Effective tracking and monitoring systems support individual pupil's needs.	

Prompt identification of gaps in performance, especially disadvantaged children by developing their mastery of 'basic' mathematical concepts and providing focused intervention.	Jan 25 ongoing		Children make accelerated progress in maths so that significant catch up intervention programmes are provided. Disadvantaged pupils perform at least as well as all non - disadvantaged pupils nationally.	
Ensure that children learn times tables by heart and develop knowledge and speed recall of the four operations and number facts.	Feb 25	S Dale and all staff	Improved confidence in securing times tables and corresponding division facts. All children are reciting their relevant times tables by heart by end. Pupils can confidently and accurately apply their knowledge of multiplication facts.	
To further enhance skills of Teaching Assistants in delivering small group interventions so that pupil progress is accelerated.	SD and all staff		Rapid progress made in vulnerable groups, such as ALN pupils across the school	
Impact - Nearly all teachers report improved confidence in integrating mathematical concepts into their lessons. - Pupils can articulate how maths is applied in other subjects during assessments and class discussions. - An increase in average student assessment scores in relation to standardised scores. - Increased engagement in maths from pupils - Increased pupil self-reported confidence in maths skills by the end of the academic year. - Improved participation rates in maths enrichment activities. - Daily number focus activities consistently used which is positively impacting on recall of number facts. - Upskilling of staff has resulted in improved delivery during small group interventions provided by support staff.				
Priority 2 Develop the use of the outdoor to ensure the effective use of the newly developed physical areas of learning.				

Rationale for Selection – Newly acquired funding would provide increased opportunities for effective outdoor learning across the school.
Monitoring - The school monitoring system will be used to ensure all actions are monitored and evaluated to gauge impact – Please see related monitoring timetable.

Links	https://estyn.gov.wales/improvement-resources/the-use-of-the-outdoor-learning-environment-to-support-pupils-learning-and-well-being/ https://hwb.gov.wales/api/storage/177a33a6-7c70-4843-bb63-903e70a04154/teaching-and-learning-in-the-outdoors-the-current-state-of-outdoor-learning-in-schools-in-wales.pdf https://ltl.org.uk/news/how-outdoor-learning-can-help-you-fulfil-the-four-purposes-of-the-new-curriculum-for-wales/

Area	**Timescale**	**Responsibility**	**Success Criteria**	**Monitoring** R A G/ Comments
Embed the vision for outdoor learning across the whole school through monitoring, evaluation and review.	Jan 25	OE Lead and all staff	The whole school formulates a clear plan about how OE can raise standards across the school and in differing areas of learning.	
Provide further cross-curricular ideas for the Creative Curriculum learning adventures or stand-alone activities.	Feb 25	OE Lead and all staff	The outdoor learning space becomes fully integrated into the planning and learning experiences across the whole school. The multisensory outdoor environment supports children's developing problem solving, reasoning, numeracy and literacy skills through good use of natural and man-made materials and learning zones. Children are motivated to learn as outdoor resources are stimulating and engaging and appropriate for the children's development age.	

Use of Outdoor Learning to support the school's wellbeing programme.	Feb 25	OE Lead and all staff	Children across a range of year groups will be engaged in high quality and purposeful learning in the outdoor environment. There is a strong focus on children's well-being and personal skills.	
Use of the Forest School and environmental area to promote learning a teach life skills.	March 25	SLT, OE Lead and all staff	Outdoor learning provision is effectively led, monitored and evaluated. The woodland area is a well maintained and attractive area for pupils to learn in.	
Use of parents – Maintenance and Support	Jan 25	OE and PTA time	All equipment is effectively maintained for the use of the staff and pupils.	
Impact - Curriculum maps completed and approved. - Increased confidence in relation to teaching staff delivery in outdoor curriculum. - Positive feedback from pilot classes indicating engagement and learning outcomes. - Improved facilities improved providing greater access to effective outdoor learning. - Increased student participation in outdoor learning sessions. - At least 3 partnerships established by the end of the academic year. - Positive feedback scores from participating pupils and staff regarding outdoor experiences.				

Priority 3 Review oracy across the school to ensure progressive systems are in place to support all learners to further raise standards in writing.
Rationale for Selection – Due to the changing learning strategies being displayed by pupils, new ways of teaching are required to be explored. Oracy would be a key focus with the intention being to support and enhance pupils' extended writing across the curriculum. **Monitoring -** The school monitoring system will be used to ensure all actions are monitored and evaluated to gauge impact – Please see related monitoring timetable.

Area	Timescale	Responsibility	Success Criteria	Monitoring R A G/ Comments
Professional development opportunities for all staff.	Sept 24	Literacy Leads	All staff provided with greater understanding and strategies to be sued in class in relation to Oracy.	
Literacy leads to carry out a full audit of the present situation in relation to all aspects of literacy with a particular focus on oracy, reading and writing.	Oct 24	All Staff	Accurate picture of how literacy is planned for across the school.	
Staff to use research to support understanding and enhance practice in school.	SLT and all staff	Oct 24	Research is effectively used to support the raising of standards across the school.	
Whole school approach to the teaching of literacy.			There is a collegiate approach to developing literacy across the school	
Nearly children will be confident using Oracy to support writing, applying them independently across all aspects of the curriculum. Nearly all children will be able to transfer their phonetic skills into their writing at a level appropriate to their ability.	SLT	Sept 24 ongoing	Children are confident using Oracy to support writing, applying them independently across all aspects of the curriculum.	
Use PL to support the development of writing across the school.	All Staff	Jan 25	All staff are confident in redrafting strategies to support extended writing.	
Nearly all children with write with confidence, at a level appropriate to their ability.	SLT	Jan 25	All Staff will be confident in teaching the skills needed for extended writing	
Impact - Improvement in oracy skills as evidenced by assessments before and after implementation. - Increased pupil participation in class discussions and oral presentations. - Positive feedback from staff and pupils regarding oracy activities. - Improvement in writing assessments scores, monitored through tracking data. - Pupils' confidence in writing tasks increases, measured through surveys.				

- Clear evidence of the integration of oral skills into writing outcomes in students' portfolios.
- Increased parental involvement and participation in oracy events.
- Demonstrated improvement in pupils' confidence levels in oral presentations.

Priority 4
Family engagement to promote greater collegiality in relation to supporting pupil progress and collaboration with local community

Rationale for Selection – Self-evaluation processes identified that parent interaction with children's learning and general involvement in school life had diminished over recent years. In addition, the management felt that closer working partnership would be required to develop parents' knowledge of teaching and learning system used within school. The overall impact would be greater collegiality between home and school to support the raising of standards. It would be linked to priority 3.
Monitoring - The school monitoring system will be used to ensure all actions are monitored and evaluated to gauge impact – Please see related monitoring timetable.
Differing systems and opportunities to enhance family engagement to support the raising of standards.

Area	**Action/Outcome**	**Timescale**	**Responsibility**	**Success Criteria**	**Monitoring** R A G/ Comments
Parents/Guardians	Encourage parents to come in and work with their child on a specific task	By Summer 2025	Teaching Staff in each year group	Parent evaluation	
Parents/Guardians	Choosing a specific event where parents can be invited in and take part in activities. Offer of tea and biscuits and donation.	By Summer 2025	Teaching Staff in each year group	For parents to engage and support school Money to be raised for class funds	

Wider Community	Community links – foodbank collection, harvest, Operation Christmas Child, Dragon bags (cash for clothes)	Harvest – Autumn Operation Christmas Child – Winter Dragon Bags – Spring Foodbank Collection - Summer	PTA (staff to support initiative)	Parents and pupils to help the wider community	
Outdoor	Parent Volunteers to help with outdoor areas	TBC	Liaise with outdoor SIP group		
Parent Audit	Using specific Parent skills for enhanced activities	Termly	Mr Davies	Parent questionnaire - Seesaw post shared with parents each term	
PTA	Fundraising activities e.g. Christmas Fayre, Summer Fayre, Sponsorship	Christmas Fayre – Autumn Easter Egg hunt – Spring Summer Fayre - Summer	PTA	Money to be raised to support school funds	
Events	Events of the year – Awareness Day (e.g. Mental Health, Odd Socks Day)	Termly	Miss Cox Mrs Dolby Mrs Parry	Documents created to inform staff on termly events	
Reading	Book swap – bring in an old book and the child gets a token. They then use the token to get a new book. Opportunity for Parents to come in (tea/coffee) – Reading Cafe	Summer	Staff	Opportunity for parents to engage and support with reading	

Skills	Teaching Sessions for Parents i.e how to teach Phonics, Reading, Maths, DCF, Money				
Learning Opportunities	Section on the Newsletter for children to write about what classes have done during the term.	Termly	Mr Davies	Sharing information with parents about pupil learning in the classroom	
Twitter	Use of Twitter more – sharing of a variety of activities/lessons	Termly	Staff	Each week Staff to upload one piece from the week to share learning opportunities across the school in the different areas of learning	
Reporting	Parent Open Evenings/Reports	Termly	Staff	Parents to be informed of pupil progress	
Impact - Positive feedback indicating the usefulness of sessions as measured through post-workshop surveys. - Improved parental confidence regarding supporting their child's education through differing projects. - Successfully achieved a collection exceeding previous years' totals in community drives. - Increased community participation in fundraising events compared to the previous academic year, with measurable attendance figures. - Feedback from families indicated a strengthened connection between the school and the wider community, based on surveys and interactions. - Feedback from attending parents indicated positive experiences and a desire for increased events.					

September 25

Priority 1 - To improve the quality of extended creative writing in order to further raise standards.

Rationale

During monitoring sessions inconsistencies were noted between classes and year groups, across the school, in the quality of extended writing. In some area's pupils are encouraged to redraft their written work, where in others this is not encouraged. Pupils are unable to explain the process they use when writing and do not appear to have opportunities to revisit and improve their work. Feedback in relation to written work was also inconsistent and impact on pupil's next steps was limited.

Through staff discussions it was agreed that pupils oracy standards have been falling during the last two years, at least. It is felt that this is having an adverse effect on writing. Pupils need the experiences/ opportunities to talk first before being able to transfer into written work.

Area	**Action/Outcome**	**Success Criteria**	**Responsibility**	**Timescale**	**Costs**	**Monitoring** R A G/ Comments
Continue weekly talking strategies to develop oracy across the school	Conduct a catch-up audit of current oracy practices in all year groups following last year's work. Continue weekly oracy schedule that incorporates structured talking activities in each class. Continually provide professional development workshops for teachers on effective oracy strategies. Implement peer observation sessions for teachers to learn from one another's practices in facilitating oracy.	- Increased student participation in speaking activities. - Positive feedback from students and teachers on oracy activities. - Evidence of oracy being integrated into the curriculum.	- All teaching staff - SLT (Senior Leadership Team) for oversight	Autumn 1	- Staff meeting x 2	

Improve accuracy and quality of oracy	Develop a clear oracy framework outlining expected standards across all year groups. Create opportunities for assessing oracy skills that can be used by teachers and students. Schedule regular feedback sessions for students to reflect on their speaking skills and set improvement goals. Organise workshops led by external speakers focusing on effective communication techniques and speech delivery.	- Improvement in student assessment scores related to oracy. - Increased confidence in students' speaking abilities as reported in surveys. - Increased confidence in students' speaking and developing the awareness of oracy with differing audiences.	Lead Literacy Leads, SLT	Autumn 1	- £500 for external speakers/workshops. - Time allocated for student reflection (ongoing). SLT monitoring days.	
Raise standards in writing across all year groups	- Deliver in-depth CPD focused on effective writing instruction, including sentence construction, vocabulary development, grammar and punctuation - Audit existing writing provision and revise long-term planning to ensure clear genre progression (narrative, non-chronological report, recount, instructions, persuasion, balanced argument, explanation) - Implement targeted interventions based on standardised test outcomes and teacher assessments	Pupils show improved outcomes in internal assessments strategies. Work reflects improved accuracy and cohesion. Accuracy of writing structures evidenced in extended writing.	Literacy Lead, SLT, Class Teachers	Planning: Autumn Term 1 Implementation: From Autumn 2 onwards	£500 for CPD £300 for updated planning materials, genre resources	

Ensure systematic and progressive coverage of writing genres	- Develop whole-school progression map of fiction and non-fiction genres from Reception to Year 6 - Audit current opportunities and address gaps (e.g., limited persuasive or balanced argument writing) - Provide genre toolkits by year group: features, word banks, model texts	Pupils apply accurate structures and linguistic features of all key genres Genre toolkits used confidently during writing sessions High quality displays evidence high quality work and expectations.	Genre mapping: Autumn Term 1 Embedding genre toolkits: Autumn Term 2	All Staff	£250 for displays, model texts, genre toolkits	
Embed writing sessions to promote sustained, independent writing	- Plan effective writing sessions with build-up lessons. - Use immersive stimuli (film clips, artefacts, role play, real-world scenarios like 'a lost dragon egg found in the yard') - Implement pupil progress tracker improvements across writing outcomes per half-term.	All pupils complete one extended writing task per week Evidence of pupil voice and pupil goal-setting evident in written work. Evident progression in structure and vocabulary across terms.	Initiate in Autumn Term 2 and continue weekly	SLT and all staff	Staff meeting x2	
Improve pupils' ability to edit and refine work effectively	- Teach whole-school editing symbols (agreed and displayed in classrooms) - Train pupils in a defined '3-step editing' process: surface features (spelling, punctuation), vocabulary enrichment, sentence structure improvement - Sharer pupil examples to model the changes explicitly	Pupils independently edit their first drafts Writing shows increased precision post-editing Editing evidence noted in different pen colour (agreed system)	Autumn 2 rollout, embedding by Spring Term 1	Literacy Lead and all staff	No cost	

Enhance peer assessment culture in writing.	- Co-create peer assessment guidelines and success criteria checklists with pupils - Use genre-specific feedback systems. - Introduce agreed rules in relation to peer to per feedback.	All KS2 classes embed peer review in the writing process Pupils articulate how peer review improves their work Feedback captured and followed up in redrafts	Spring Term 1 – Training Spring Term 2 – Implementation	Literacy Lead and all staff		
Provide real-life and meaningful contexts for writing tasks	- Link writing tasks to real-life issues (e.g., writing to local MP about environmental issues, creating posters for school events) - Arrange writing projects with outcomes for real audiences (e.g., school newsletter features, information leaflets for parents) - Build opportunities into Cornerstones curriculum themes and community outreach	Pupils see the value and outcome of their writing Authentic audiences receive and respond to work (e.g. replies from local organisations) Pupils engage with written tasks with increased motivation	Launch Autumn Term 2, build into long-term themed plans	All staff	£300 for printing newsletters, visitor workshops, postage	
Strengthen the understanding of purpose and audience in writing	- Explicitly teach purpose: to entertain (stories), inform (reports), persuade (adverts), explain (manuals), discuss (arguments) - Use clear audience descriptors in planning (e.g., "You are writing to Year 2 pupils", "for the school website", etc.) - Engage with real readers (e.g., publish on school website, send letters externally)	Writing shows clear adaptation to purpose and audience expectations Genre features accurately matched to text purpose	Embedded from Autumn Term 2	All staff	Nil cost	

Develop high-quality writing opportunities across the curriculum	- Map writing expectations into science (e.g., conclusions, explanations), history (e.g., diary entries), RE (e.g., reflective writing), and Welsh (e.g., description and comparison tasks) - Provide subject leads with writing analysis tools to track incorporation and effectiveness - Train all staff to scaffold extended writing expectations consistently	All foundation subjects evidence meaningful writing outcomes Increase in volume and quality of writing in books beyond English	Subject leader CPD in Autumn Term Implementation ongoing from Spring Term		Use of existing INSET, some subject release time (£200)	
Increase extended writing frequency beyond English sessions	- Introduce fortnightly cross-curricular extended writing mapped by medium-term plans - Use stimulus texts and tiered vocabulary in foundation subjects to prepare pupils - Moderate work termly with staff meetings focused on marking extended writing	Pupils complete at least two extended writing tasks per half term outside of English Greater depth outcomes increase across writing units	Implement from Autumn Term 2 onward		£100 for moderation folders and planning tools	

Monitoring
Carried out by SLT, Governors, consortia teams and external verifications groups.

Termly book scrutiny with specific focus on genre accuracy, benchmarking using standardised writing exemplars, tracker analysis, pupil progress meetings.
Half-termly review of lesson observations against planning, peer moderation within phases.
Review editing systems, focus on Live-marking, evaluate pupils Pupil self-evaluation.
Monitor non-core subject books half-termly.
Walkthroughs focused on cross-curricular writing.
Pupil Book Study activities.

Monitoring Area	Date	Observations	Follow Up Action

Impact			

Priority 2 – Develop the use PSHE across the school through effective planning and delivery.

Rationale

Improve the coverage of Personal, Social, Health and Economic (PSHE) education across the school to ensure that all students receive a well-rounded education.

Behaviour and Attitudes

Continue to reinforce positive behaviour through targeted initiatives and programmes to support students' emotional wellbeing and social skills development.

Personal Development

Expand opportunities for personal development by increasing participation in community-focused projects, enhancing students' understanding of social responsibility.

Leadership and Management

Strengthen the monitoring and evaluation processes for staff development to ensure that all educators are fully equipped to deliver an effective curriculum, including PSHE education.

Area	Action/Outcome	Success Criteria	Responsibility	Timescale	Costs	Monitoring R A G/

						Comments
Introduce and embed Jigsaw PSHE across the school	- Purchase the full Jigsaw PSHE programme for Foundation Phase and Key Stage 2 - Organise initial training session for all teaching staff delivered by a Jigsaw-approved trainer - Allocate weekly PSHE sessions within each class timetable - Create a whole-school overview mapping Jigsaw units across the academic year - Integrate Jigsaw's mindful approach and 'Connect Us' activities into morning routines - Implement Jigsaw assemblies within the weekly collective worship schedule - Provide support and peer observation timetable for continued staff development	- All teachers deliver Jigsaw sessions weekly following the scheme of work - Pupils demonstrate increased knowledge of PSHE themes - School environment reflects PSHE and SMSC values - Positive feedback from pupils and staff on PSHE provision	PSHE Lead SLT Class Teachers onwards Review – Summer Term	Autumn 2	Initial purchase & training – Autumn Term 1 Full implementation – Autumn Term 2	
Develop emotional intelligence through a whole-school wellbeing approach focusing on self-awareness, empathy, and relationships	- Conduct a wellbeing audit to identify existing good practice and gaps across the school - Design a progression map which outlines competencies linked to developmental stages - Deliver staff INSET on emotional intelligence, neuroscience of emotions, and classroom strategies - Embed class charters co-constructed with pupils, revisited every half term	- Pupils increasingly demonstrate empathy skills emotional regulation and conflict resolution. - Teacher assessments indicate improved emotional awareness - Reduction in behaviour incidents involving relationship breakdowns - Parents report increased	Wellbeing Lead All Staff Parental Engagement Lead	Autumn Term 1 Staff INSET – Autumn Term 2 Ongoing implementation – Spring onwards		

	- Use structured circle-time sessions weekly to develop empathy and relationship-building - Implement whole-school restorative approaches to behaviour - Create regular parent workshops to support emotional literacy at home	awareness of wellbeing practices.				
Incorporate metacognitive strategies, reflection, and self-assessment across programmes	- Revise sessions on metacognition and the explicit teaching of learning strategies - Develop and trial age-appropriate reflection prompts and visual scaffolds (e.g. learning ladders) - Build reflection time into plenaries and self-assessment activities in all core subjects - Create cross-curricular targets with pupils to encourage ownership of learning - Introduce 'Learning Journals' in KS2 classes to document reflection and goal-setting - Share exemplar practice amongst teaching staff through Learning Walk Focus Weeks	- Pupils verbalise their learning strategies and next steps during questioning and reflection tasks - Teachers routinely use reflective questioning in lessons - Learning Journals used effectively by pupils to monitor personal growth - Inspection-ready evidence of pupil progress through self-assessment	Assessment Lead Subject Leaders Class Teachers	INSET Facilitator: £200 Parent engagement materials and refreshments: £150 Restorative Practice CPD: £300	CPD Facilitator: £250 Learning Journal Books & Print: £150 Staff Development Budget: £200	
Embed mindfulness practices across the curriculum and daily routines	- Deliver introductory mindfulness training to all staff, including guided practice sessions - Design a timetable of daily mindfulness routines (e.g. breathing, gratitude moments, body scans) - Incorporate Jigsaw mindfulness	- Pupils show increased ability to self-regulate under stress - Mindfulness embedded in classroom routines and PSHE delivery - Greater pupil focus during	Mindfulness Coordinator Class Teachers SLT	Staff training – Autumn Term 1 Classroom practice established	Trainer Fees: £300 Mindfulness Resource Kit per class: £200 Online	

	moments into each PSHE lesson and transition points - Create a 'Calm Corners' area in each classroom to support emotional regulation - Assign pupil Mindfulness Champions in each class to promote peer modelling - Produce a mindfulness progression framework throughout Foundation Phase to KS2 - Engage in regular school-wide mindfulness weeks with themed activities	independent tasks - Staff and pupils report increased wellbeing		– Autumn Term 2 Monitoring and development – Spring and Summer Terms	Subscription (e.g. Smiling Mind): £100	

Monitoring
Carried out by SLT, Governors, consortia teams and external verifications groups.
- Termly learning walks focused on PSHE, lesson observations and planning reviews.
- Pupil voice surveys conducted each term.
- Staff audits measuring confidence in PSHE delivery.
- Termly behaviour data analysis.
- SLT-led lesson observations using reflective learning checklist.
- SLT walkthroughs with a mindfulness practice checklist.
- Teacher logs of mindfulness activity.
- Staff feedback collected via regular wellbeing forums.

Monitoring Area	Date	Observations	Follow Up Action

Impact

Priority 3 - Enhancing Outdoor Provision to Support the Curriculum with particular focus on Literacy and Numeracy.

Rationale

Quality of Education

Improve the provision for outdoor learning to enhance experiential learning opportunities and meet holistic educational outcomes.

Behaviour and Attitudes

Continue to reinforce positive behaviour strategies to maintain and further improve the school climate.

Personal Development

Expand the range of extracurricular activities available to facilitate greater student engagement and personal development.

Leadership and Management

Strengthen the leadership team's focus on monitoring and evaluating the effectiveness of the curriculum, particularly in relation to outdoor learning experiences.

Area	Action/Outcome	Success Criteria	Responsibility	Timescale	Costs	Monitoring R A G/ Comments
Develop structured opportunities to support literacy through outdoor learning	- Create thematic outdoor literacy stations (story circles, phonics hopscotch, vocabulary trails) - Plan outdoor reading sessions using natural storytelling areas - Integrate descriptive writing through exploration walks - Use natural objects to support phonics and sound recognition - Embed drama, puppetry and role play in outdoor story settings	- Increased pupil engagement and attainment in literacy - Improved oracy and extended writing outcomes - Regularly evidenced outdoor-based tasks in literacy books	Literacy Lead Phase Leaders All Teaching Staff	Autumn 1 – Planning Autumn 2 – Implementation Spring/Summer – Review and embed	Outdoor seating and work stations £10,500 Story props and role play materials £500 Literacy signage and laminate resources £300	

Use numeracy outdoors to reinforce key concepts and develop problem-solving skills	- Develop maths trails using the school grounds (angles, measurement, symmetry) - Design real-life problem-solving tasks outdoors (e.g., budgeting for a garden, timetable maths) - Use natural materials for counting, grouping and estimation - Create outdoor number lines and problem challenge stations - Establish 'Maths in the Moment' boards with changing daily brain teasers	- Pupils confidently apply number skills in varied real-life contexts - Accelerated progress in numeracy for lower attaining pupils - High levels of pupil enjoyment and enthusiasm	Numeracy Lead Class Teachers Support Staff	Autumn – Plan and pilot Spring – Implement across phases Summer – Evaluate impact and refine	Outdoor numeracy resources £600 Clipboards and whiteboards £300 In-service training morning £500	
Enhance pupils' understanding of science and technology through purposeful outdoor exploration	- Plan regular outdoor investigations (plant growth, materials, habitats) - Use digital data logging tools to track weather, light, temperature - Link with local eco projects or gardening clubs for citizen science activities - Build simple machines from natural materials (pulleys, levers, gears) - Establish an outdoor STEM challenge rota	- Pupils applying scientific enquiry skills in outdoor settings - Clear evidence of digital competence via outdoor exploration projects - Progression mapped through topic books and floor books	Science Lead DCF Coordinator CTs and TAs	Autumn – Staff CPD Spring – Science investigations launched Summer – Review through pupil presentations	Gardening and scientific resources £700 Training £400	
Use the outdoor space to enrich art	- Plan seasonal outdoor art projects (e.g., leaf printing, natural materials collage, stone painting) - Develop sensory art pathways —	- Pupils producing expressive and original artwork in response to the environment - Evidence of outdoor art	Art Coordinator Class Teachers	Autumn – Resource gathering Spring –	Art materials £700 Installation of permanent	

and creative expression	textures, colours, natural sculpture - Invite local Welsh artists for landscape and environmental art sessions - Use natural settings for sketching, photography and observational drawing - Install an outdoor easel area with weatherproof materials	tasks in sketchbooks - Strong connections to local culture and Welsh identity	Local artist liaison	Artist-led sessions and rollout Summer – Showcase work in exhibition	art stations £900 Artist visits and workshops £1,200	
Build staff confidence and capacity to plan and deliver outdoor learning linked to the Curriculum for Wales	- Deliver professional learning on outdoor pedagogy linked to cross-curricular skills - Arrange peer observations and collaborative planning focused on outdoor learning - Establish a bank of high-quality cross-curricular outdoor learning plans - Introduce a staff-led Outdoor Learning Champions Group - Visit other local schools excelling in outdoor provision	- All staff embedding outdoor learning into curriculum delivery - Consistency across classes and year groups - Notable improvement in pupil engagement and progress	SLT PD Lead Outdoor Learning Champions	Autumn – CPD and planning Spring – Collaborative planning and peer visits Summer – School-wide embedding and review	CPD budget £1,000 Time for cross-phase planning £500 Outdoor learning resource packs £400	
Monitoring Carried out by SLT, Governors, consortia teams and external verifications groups. - Lesson observations and book scrutiny - Pupil voice questionnaires - Planning reviews and learning walks - Targeted pupil tracking - Staff surveys and CPD evaluations - Termly curriculum planning scrutiny - Maths scrutiny and wall displays review						

- Digital portfolio scrutiny - Art portfolios and photographic record - Pupil/parent feedback following outdoor exhibitions - SLT and governor review of curriculum coverage			
Monitoring Area	Date	Observations	Follow Up Action
Impact			

Additional Tasks				
Item	Area for Improvement	Action	Impact	Cost
A1	Ensure high standards of presentation are maintained throughout the school.	Through monitoring procedures ensure levels of presentation developed in the lower juniors are maintained throughout the upper juniors.	Ongoing Sept 25	N/A
A2	Replenish IT equipment in line with Wave expectations	Ensure IT recourses are maintained and replenished to ensure standards are maintained and developed across the school.	Ongoing Sept 25	£5000
A3	Further develop the importance of pupil voice across the school.	Continue working with the school council to further develop the opportunities for pupils to influence their learning.	Ongoing Sep 25	Release Time £300
A4	Replenish PE equipment.	Ensure equipment is purchased in order to resource new stock cupboard and existing store area.	Increased provision to support the delivery of PE across the school	£3000
A5	Improve the outdoor area for all pupils.	Increase the space available to carry out outdoor education by increasing floor space and the movement of fenced area.	Increased access to outdoor provision to support the raising of standards.	£3,000

Summary of Costs and Funding Sources.

Actioned Item	School Budget	PTA	Other
Priority 1	£2,150		

Priory 2	£1200		
Priority 3	£4000	£4000	£10,500 - 106 Money
Add Item 1	N/A		
Add Item 2	£5000		
Add Item 3	Release Time £300		
Add Item 4	£3000		
Add Item 5	£3,000		
Total			