



School Development Plan 2026 2027



Central Primary School Development Plan

Sept. 2026 - July 2027



Priority 1	To improve attendance for a targeted group of Reception and Year 1 pupils through early intervention and strengthened engagement with their families.	
Why is this a priority?		Success Criteria – What will success look like?
Context and Rationale Improving FSM attendance remains a priority at Central Primary School. Last year, a broad target to raise overall FSM attendance was set; however, despite significant support from the FEO and EWO, this approach had limited impact, largely due to the target group being too wide. Analysis of current data indicates the need for a more focused strategy. This year, we will identify and intervene early with a targeted group of FSM pupils, enabling more timely, tailored support and more effective use of resources. Improving attendance is essential to support equity and progression, as identified within Welsh Government expectations that all learners have consistent access to high-quality learning experiences. For many pupils, irregular attendance is a key barrier to progress; therefore, improving attendance will be central to closing the gap in attainment. Increasing attendance will ensure that targeted pupils can fully engage with learning, enabling them to make stronger progress over time.		• Inspection Area 1.2 – Well-being and attitudes to learning Targeted pupils show improved engagement and positive attitudes to attendance, supported by strengthened family engagement. • Inspection Area 3.1 – The effectiveness of leadership and management Leaders use robust data analysis to identify a focused group early and monitor attendance trends regularly. • Inspection Area 3.2 – The effectiveness of self-evaluation and improvement processes Leaders evaluate the impact of targeted interventions systematically and adapt provision to improve pupil progress. • Inspection Area 2.4 – Care, support and guidance Targeted pupils receive timely, personalised support that addresses barriers to attendance. • Inspection Area 1.4 – Equity and inclusion The gap between FSM and non-FSM attendance narrows progressively through targeted action.
Next Year : High Level Targets		
Year 2	To embed this practice to create better attendance behaviours.	





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Actions	Lead Person(s)	Start	Finish	Cost
Vision At Central Primary School, we are committed to improving FSM attendance through early identification, targeted support and strong partnerships with families, ensuring all learners have equitable opportunities to engage, attend regularly and make progress.	Mrs J James	Sept 2026	Sept 2026	INSET
Curriculum Development At Central Primary School, we will embed attendance within our curriculum by promoting wellbeing, belonging and positive attitudes through the Health and Well-being AoLE (Healthy Hywel). Targeted support will ensure FSM learners engage consistently in learning, enabling them to develop as healthy, confident individuals and make sustained progress.	All staff	Sept 2026	June 2027	
Professional Learning / Evolving Teaching At Central Primary School, professional learning will focus on developing staff understanding of the links between wellbeing, engagement and attendance, in line with Welsh Government expectations. Practitioners will refine their teaching and pastoral approaches to ensure they are inclusive, responsive and meet the needs of FSM learners, particularly through the Health and Well-being AoLE. Through ongoing collaboration and reflective practice, teaching will evolve to strengthen engagement, remove barriers to learning and support improved attendance.	Mrs J James Miss S Smith Mrs N James	Sept 2026	June 2027	





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Actions	Lead Person(s)	Start	Finish	Cost
Parents & Carers Central Primary School will work in partnership with parents and carers to promote the importance of regular attendance, ensuring there is clear communication, guidance and support to overcome barriers. Identification of Pupils: Pupils are identified early through robust analysis of attendance data and vulnerability indicators, enabling timely, targeted intervention. Monitoring and Tracking: Attendance is monitored and reviewed regularly, with clear systems in place to track patterns, evaluate impact and respond swiftly to emerging concerns. Engagement with Parents: The school engages proactively with parents through regular communication, meetings and support from the FEO, strengthening relationships and improving attendance outcomes.	Mrs J James Miss S Smith Equity Champion Mrs N James FEO	Sept 2026	July 2027	
Monitoring • Fortnightly attendance tracking (core evidence base) • Records of family engagement (meetings, calls, interventions) • EWO involvement and reviews • Parent voice (targeted discussions / surveys) • Pupil voice (Reception & Year 1 – simple engagement measures) • SLT monitoring discussions and review points				





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Priority 2	To improve pupils' reading comprehension skills through the explicit teaching and consistent application of effective comprehension strategies across the school.	
Why is this a priority?		Success Criteria – What will success look like?
Context and Rationale: Analysis of National Personalised Assessment data has identified that pupils' reading comprehension skills are below expected levels. This is supported by teacher assessments and work scrutiny, which indicates a decline in pupils' ability to engage with and respond effectively to comprehension activities. In addition, recent cluster collaboration has reinforced that this is a wider area for development, highlighting the need for a consistent and progressive approach to teaching comprehension strategies. Current evaluation suggests that pupils: • struggle to infer, deduce and interpret meaning from texts • have limited strategies to support understanding • lack confidence when responding to comprehension tasks		• Inspection Area 1.1 – Standards (Progress in skills) Most pupils demonstrate improved ability to: • retrieve information • infer and deduce meaning • predict and explain their thinking • Most pupils show increased depth and confidence in their responses to texts. • Inspection Area 2.2 – Teaching and learning experiences Teaching provides consistent opportunities to develop reading comprehension skills across the curriculum, in line with Curriculum for Wales. Personalised assessment data shows improvement in reading comprehension scores. Teacher assessment indicates stronger understanding, interpretation and response to texts. • Inspection Area 1.2 – Well-being and attitudes to learning Most pupils demonstrate increased confidence and engagement in comprehension activities. Many pupils can articulate their understanding and thinking when responding to texts. • Inspection Area 4.1 – Leadership and improvement (Self-evaluation) Monitoring (book scrutiny, listening to learners, assessment analysis) shows improved progression in comprehension skills over time. A consistent, whole-school approach to teaching reading comprehension is evident.

Year 2 High Level Targets	
Year 2	To improve a further element of reading from data analysis.
Year 3	To embed all reading practices.





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Actions	Lead Person(s)	Start	Finish	Cost
Vision At Central Primary School, all pupils will become confident, reflective and independent readers who can actively engage with a wide range of texts. Through a consistent, progressive approach to teaching comprehension, pupils will develop the skills to infer, deduce and interpret meaning effectively, using a range of strategies to support their understanding. Learners will articulate their thinking with increasing confidence, responding thoughtfully to texts and demonstrating deeper understanding across the curriculum. This will ensure strong progression in reading comprehension skills, enabling all pupils to access learning fully and successfully.	Mrs J James	Sept 2026	Sept 2026	
Professional Learning / Evolving Teaching Through high-quality professional learning and active engagement in the cluster project, staff will deepen their understanding of how to teach inference, deduction and interpretation, drawing on shared practice and collaboration across schools. Teaching will evolve to ensure that comprehension strategies are modelled clearly, taught progressively and embedded consistently across the curriculum. Collaboration within the cluster will support the development of a coherent and aligned approach to progression in reading.	Mrs J James ADDs delivered by Mrs Stacey Morgan Autumn 2026 Spring 2027 Summer 2027	Sept 2026	June 2026	





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Milestones - Actions	Lead Person(s)	Start	Finish	Cost
Analyse personalised assessment data in detail to identify specific comprehension gaps (e.g. inference, retrieval, prediction)	Mrs J James Mrs S Morgan	July 2026	Sept 2026	
Agree a whole-school approach to teaching comprehension strategies (e.g. reciprocal reading, explicit modelling, questioning techniques)	SMT	Sept 2026	Dec 2026	
Develop and implement a progressive approach to comprehension skills across Reception to Year 6	Mrs J James Mrs S Morgan	Oct 2026	Jan 2027	
Embed regular, structured opportunities for pupils to discuss and justify their understanding of texts (oracy link)	All Staff	Jan 2027	Jan 2027	
Continue cluster working to share effective practice and moderate standards	Mrs S Morgan Mrs S Robathan	Sept 2026	May 2027	
Resources Purchase 'Literacy Shed Plus' for comprehension resources. Class Texts	School Admin	Sept 2026	Sept 2026	
Curriculum Development To develop a consistent, progressive approach to reading comprehension, aligned with Curriculum for Wales and supported through cluster collaboration, enabling pupils to confidently apply inference, deduction and interpretation skills across the curriculum.				





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Milestones - Actions	Lead Person(s)	Start	Finish	Cost
Monitoring - National Personalised Assessment data - Termly teacher assessment - Book scrutiny (focus on comprehension responses) - Learning walks and lesson observations - Pupil voice (aligned to CfW – learner voice and metacognition) - Cluster moderation and professional dialogue	Mrs J James All Teaching Staff Mrs S Morgan SMT			
Total Expenditure				





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Priority 3	To improve pupils' ability to write at length in Progression Steps 1 and 2 through increased opportunities for purposeful, independent writing across the curriculum.	
Why is this a priority?		Success Criteria – What will success look like?
Context and Rationale First-hand evidence from book scrutiny, listening to learners and teacher progression step evaluations indicates that while pupils in Progression Steps 1 and 2 are developing secure phonics skills through the structured Read Write Inc. (RWI) programme, they have limited opportunities to apply these skills in extended, independent writing tasks. Evaluation shows that: • Pupils rely heavily on short, scaffolded writing activities. • Opportunities for sustained writing are limited. • Pupils lack confidence and stamina to compose longer pieces independently, Listening to learners also suggests that younger pupils: • enjoy writing but have limited chances to write at length • are not always clear about purpose and audience This highlights a gap between phonics acquisition and application in meaningful writing contexts		Inspection Area 1.1 – Standards (Progress in skills) • Pupils in PS1 and PS2 regularly engage in sustained, independent writing across the curriculum. • Pupils demonstrate increased stamina and confidence when composing longer pieces. • Pupils apply their phonics skills independently in extended writing. • Pupils show growing understanding of purpose and audience in their writing. Inspection Area 1.2 – Well-being and attitudes to learning • Most pupils show increased confidence and independence when writing at length. • Most pupils engage positively in extended writing tasks, demonstrating resilience and perseverance. Inspection Area 2.2 – Teaching and learning experiences • Staff provide regular opportunities for extended, independent writing beyond scaffolded tasks. • Teaching supports pupils to move from supported to independent application of writing skills. • Staff explicitly teach purpose and audience within writing tasks. Inspection Area 4.1 – Leadership and improvement • A consistent whole-school approach to developing writing stamina and independence is evident across PS1 and PS2.





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Actions	Lead Person(s)	Start	Finish	Cost
Vision At Central Primary School, all pupils will develop as confident, independent writers who can sustain writing for purpose and audience. Building on secure phonics through RWI, teaching will evolve to provide purposeful and progressive opportunities for extended writing across the curriculum. As a result, pupils will apply their skills independently, develop increased stamina, and articulate their ideas clearly, enabling them to engage more fully with learning as ambitious, capable learners.	Mrs J James	Sept 2026	Sept 2026	
Professional Learning / Evolving Teaching To develop a consistent approach to teaching writing, enabling staff to support pupils in moving from scaffolded tasks to sustained, independent writing with clear purpose and audience.				
Milestones - Actions	Lead Person(s)	Start	Finish	Cost
Resources . PS 1 and PS2 Staff to receive training on 'Story Dough', 'Drawing Club' and 'Curious Quests'.	Mrs J James Mrs S Morgan Mrs R Evans Miss N Chalke Mrs V Thomas Mrs B Lewis Mr M Thomas	July 2026	Sept 2027	





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	Mr T Hockin			
Curriculum Development To develop a progressive, cross-curricular approach to writing that provides regular opportunities for sustained, independent writing, aligned with Curriculum for Wales.	Mrs S Morgan SMT			
Monitoring • Book scrutiny (focus on length, independence, application of phonics) • Listening to learners (confidence, attitudes, understanding of purpose) • Teacher assessment (progress within CfW progression steps) • Learning walks (focus on opportunities for writing across the curriculum) • Planning scrutiny (range and quality of writing opportunities)	Mrs J James SMT			
Total Expenditure				





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Priority 4

To improve pupils' ability to articulate and discuss their mathematical thinking through the consistent use of co-operative learning techniques across the school.

Why is this a priority?

Context and Rationale

Following listening to learners, analysis of standardised test results and evaluation of the previous SDP target for co-operative learning, this priority has been identified. Evidence shows that, although pupils engage in co-operative learning, they are not consistently able to articulate and explain their mathematical thinking with confidence or depth. Many pupils rely on short responses and lack the language to justify their reasoning.

In line with Curriculum for Wales, there is a need to strengthen the consistent, purposeful use of co-operative learning to develop pupils' ability to discuss, explain and refine their mathematical thinking, supporting their progression as ambitious, capable learners.

Success Criteria – What will success look like?

Inspection Area 1.1 – Standards (Progress in skills)

- Most pupils use cooperative learning structures confidently to discuss mathematical ideas.
- Most pupils can articulate their thinking clearly, using appropriate mathematical language.
- Many pupils can explain and justify their reasoning to a partner or group.
- Most pupils show improved understanding through talk, evidenced in their learning and responses.

Inspection Area 1.2 – Well-being and attitudes to learning

- Many pupils build on others' ideas, showing increased confidence in mathematical discussion.
- Most pupils engage positively in collaborative learning, demonstrating confidence when sharing ideas.

Inspection Area 2.2 – Teaching and learning experiences

- All staff use co-operative learning techniques consistently in mathematics lessons.
- Most teaching provides regular opportunities for pupils to talk, explain and justify their thinking.
- Staff explicitly model and develop mathematical language and discussion skills.





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Inspection Area 4.1 – Leadership and improvement

A consistent, whole-school approach to structured talk and collaboration is evident across Central Primary School.

Actions - Milestones	Lead Person(s)	Start	Finish	Cost
Vision At Central Primary School, all pupils will confidently articulate and discuss their mathematical thinking, using a consistent range of co-operative learning techniques. Teaching will promote purposeful talk, enabling pupils to explain, justify and refine their reasoning with increasing clarity. As a result, pupils will develop the language, confidence and skills to engage in meaningful mathematical discussion, supporting their progression as ambitious, capable learners.	Mrs J James	Sept 2026	Sept 2026	
Professional Learning / Evolving Teaching To develop a consistent, whole-school approach to co-operative learning, enabling staff to support pupils in articulating, explaining and justifying their mathematical thinking through structured talk and collaboration.				
Resources Co-operative Learning Company input and resources (twilight sessions)	Mrs J James	Sept 2026	July 2027	





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Monitoring

- Listening to learners to assess pupils' ability to articulate, explain and justify their mathematical thinking.
- Learning walks to evaluate the consistency and quality of co-operative learning and structured talk across classes.
- Book scrutiny to identify evidence of reasoning and application of mathematical thinking.
- Review of standardised data and teacher assessments to track progress in reasoning and communication.
- Ongoing professional dialogue and reflection to refine teaching approaches and ensure consistency.

Miss Smith,
Mrs J James and
Mrs R Robathan
to carry out
lesson obs

