



LLANGAN PRIMARY SCHOOL

School Development Plan - Summary 2026/2027

Climb high, climb higher | Dring yn Uchel, Dring yn Uwch!

Our improvement journey

At Llangan Primary School, self-evaluation and ongoing monitoring help us identify what is working well and where we can improve further. Our 2026/27 School Development Plan focuses on five priorities designed to strengthen our curriculum, teaching, leadership and long-term sustainability while maintaining high-quality provision for pupils.

1 An anti-racist, inclusive and reflective curriculum

Embed an anti-racist and decolonised curriculum that develops pupils' independence, metacognition and critical thinking. We will review curriculum content and resources, strengthen representation of diverse histories, cultures, identities and perspectives, and support pupils to question assumptions, recognise bias and form informed views.

2 Mathematical reasoning and problem-solving

Improve the coherence of mathematical reasoning and problem-solving. Pupils will have more consistent opportunities to explain and justify their thinking, select strategies independently and apply mathematics in meaningful, real-life contexts across the curriculum.

3 A culture of ambitious reading

Develop ambitious reading, particularly for older and more able readers. We will broaden access to sophisticated and diverse texts, strengthen higher-order comprehension and discussion, protect time for reading and continue to promote reading for pleasure.

4 Leadership and professional enquiry

Continue to strengthen leadership capacity through distributed leadership and professional enquiry. Staff will have clearer opportunities to lead improvement work, collaborate with colleagues, develop professionally and contribute to monitoring and evaluation.

5 Financial sustainability

Continue the three-year financial recovery plan to reduce the school's deficit budget while protecting teaching, learning and essential pupil provision. Careful monitoring, efficiencies and income opportunities will support a more sustainable financial position.

These priorities reflect the school's vision, national and local priorities, self-evaluation and relevant Estyn recommendations.

What will this look like for our pupils?

By July 2027, we aim to see clear and measurable impact across the school.

Inclusive, critical learners

Pupils encounter meaningful representation across the curriculum, discuss diversity and equality with increasing confidence, and use independent and metacognitive approaches to question, reflect and think critically.

Confident mathematicians

Pupils explain mathematical thinking using appropriate language, reason and solve problems with increasing independence, and apply numeracy purposefully across all AoLEs

Ambitious readers

Pupils engage with high-quality and increasingly sophisticated texts, develop inference, evaluation and critical analysis, and demonstrate strong engagement, stamina and enjoyment as readers.

Leadership at all levels

Leadership responsibility is shared more widely. Professional enquiry, coaching, cluster collaboration and development opportunities help staff lead improvements in teaching, learning and curriculum.

Strong monitoring and evaluation

Learning walks, book scrutiny, planning review, assessment, moderation and listening to learners are used throughout the year to evaluate progress and shape next steps.

Sustainable resources

The school makes measurable progress towards its three-year financial recovery trajectory while continuing to prioritise resources according to improvement priorities and pupil needs.

Key actions during 2026/27

- Whole-school professional learning and curriculum/resource audits to strengthen anti-racist practice, representation and metacognition.
- Collaborative mathematics development, including reasoning stems, rich problem-solving tasks, moderation and professional learning.
- A sequenced reading offer with daily protected reading, high-quality book talk, family engagement, reading events and cluster collaboration.
- Clearer distributed leadership, coaching, professional growth objectives and opportunities for middle leaders to contribute to school improvement.
- Monthly budget monitoring, review of staffing and non-staffing expenditure, value-for-money checks and work to maximise appropriate income and funding.

How we will know we are making progress

Progress will be reviewed through the school's monitoring, evaluation and review cycle. Evidence will include pupil voice, learning walks, book and planning scrutiny, lesson observations, assessment information, moderation, professional dialogue and governor scrutiny. The full School Development Plan remains a working document and is reviewed during the year as evidence and priorities develop.