



# Llangan Primary School School Development Plan 2024/25 Summary

## 1. To further develop the school's curriculum to include robust schemes of learning that ensure all pupils are challenged and make good or better progress.

Leader: R Heavyside

Team Members: teaching staff. AOLE leads

Governing Body Link: A Tiffin & J Worrall

**Rationale:** The school's self-evaluation in May 2024 shows significant improvements in pupil outcomes, with a reduction in those behind their chronological ages in reading, spelling, and maths. New curriculum schemes and assessment frameworks are helping to track and improve pupil progress, but gaps in early literacy and targeted intervention for ALN pupils need further attention. Governor monitoring highlights inconsistencies in writing standards, especially in extended writing opportunities, which will be a focus for future improvement.

**Success:** The school will analyse end-of-year assessments to track progress in reducing the percentage of pupils behind in maths, reading, and spelling, while AoLE leads will review progress across their curriculum areas. A whole-staff curriculum review and peer coaching opportunities will support continuous improvement, with feedback from pupils, parents, governors, and staff informing the next improvement cycle.

### Interim Progress March 25:

- Mid-year assessment data will show improvements in pupil progress, with RWI assessments demonstrating at least one group's progress for all pupils, and the majority making two groups' progress.
- Professional learning focused on AfL, Teaching Charter, thinking for learning, and behaviours for learning has been undertaken, with AOLE leads continuing cluster work for comparative judgements in Expressive Arts.
- AOLE coordinators will complete work scrutiny and learner listening activities to assess the impact of improvement work, verified by third-party agencies (Improvement Partner, Estyn, Cath Delve).
- Lesson observations, peer coaching, and a guided learning walk with Nick Jones will focus on learning and challenge, while consistent independent learning approaches are developed across early years (N, R, Y1, Y2).

## 2. To refine pedagogical approaches to foster pupils' resilience and independence skills.

Leader: Z Llewellyn

Team Members: teaching staff.  
AOLE leads

R Williams  
L Dando

**Rationale:** The school's self-evaluation shows that a minority of learners demonstrate resilience and confidence, with independent learning and problem-solving still areas for development. Forest Schools training and iChallenge have been introduced, but further work is needed to apply these skills consistently across all age groups. Behaviour is generally good, though pupil resilience and problem-solving need improvement, as highlighted by lesson observations and the National Online Literacy & Numeracy Assessments

**Success:** Increased consistency in evidence-based pedagogical approaches to independent, inquiry-based learning across all subject areas, including the Dring yn Uwch Curriculum. Staff and pupil wellbeing prioritised, with Motional used for monitoring and individual targets set, alongside staff support measures like additional planning time and wellbeing days. Behaviour policy updated and shared, with positive improvements in behaviour noted in the pupil wellbeing survey, and Prefects supporting younger pupils' wellbeing at breaktimes.

### Interim Progress March 25:

- COOL (Choosing Our Own Learning) framework introduced for N to Y2, with independent learning and skill application evaluated.
- Motional screening and wellbeing targets set for each child, with regular wellbeing interventions like ELSA and Talkabout monitored.
- Behaviour and relationships policy updated, shared, and ratified, with all staff using it effectively alongside graduated responses for challenging behaviours.
- Forest Schools leader appointed, regular sessions established, and prefects overseeing play activities for younger children.



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### 3. Enhance staff’s understanding of effective pedagogy to improve pupil progress.

Leader: J Griffiths

Team Members: teaching staff.  
AOLE leads

L Brookes

**Rationale:** Last year, the school improved teaching standards, and this year the focus will be on embedding these gains by raising expectations, fostering challenge, and refining the learning environment to support pupil progress. The updated monitoring schedule will assess the impact of professional learning and ensure policies are effectively implemented, with the SLT continuing to challenge and support underperformance.

**Success:** Increased consistency in evidence-based pedagogical approaches to independent, inquiry-based learning across all subject areas, including the Dring yn Uwch Curriculum.  
Staff and pupil wellbeing prioritized, with Motional used for monitoring and individual targets set, alongside staff support measures like additional planning time and wellbeing days.  
Behaviour policy updated and shared, with positive improvements in behaviour noted in the pupil wellbeing survey, and Prefects supporting younger pupils' wellbeing at breaktimes.

**Interim Progress March 25:**

- Provide staff with coaching, metacognition, and consultancy training to enhance pedagogy and foster pupil independence.
- Establish professional learning communities and promote collaborative planning, peer observations, and action research projects focused on improving teaching practices.
- Review curriculum plans to align with Curriculum for Wales expectations, and introduce targeted literacy interventions based on assessment data.
- Implement strategies like thinking hats, thinking frames, and whole class feedback to encourage independent learning and monitor pupil progress.

### 4. To develop Llangan Primary School as an inclusive, respectful community where the curriculum promotes diversity and ensures all pupils feel a sense of belonging.

Leader: L Jarman- Davies

Team Members: teaching staff.  
AOLE leads

T Allen

**Rationale:** The school has made progress in promoting diversity, engaging in anti-racism training, and collaborating on inclusion projects, but there is a need to further broaden this work to ensure all pupils feel a sense of belonging. Data from pupil surveys and tracking of vulnerable/protected groups highlight areas for improvement, particularly in behaviour, bullying, and the representation of diverse role models in the curriculum. Moving forward, the school will focus on clarifying processes for addressing incidents of racism, homophobia, and bullying, while enhancing opportunities to study diverse figures in the curriculum.

**Success:** By October 2024, the school will conduct an audit of equalities and diversity and, by December 2024, will purchase new resources that represent protected and vulnerable groups. The curriculum will be enriched to promote inclusion and diversity, with workshops for parents and clear processes for reporting discrimination established for all stakeholders. Ongoing professional learning will focus on developing an inclusive curriculum, tracking pupil progress for all groups, and increasing community engagement through diverse role models and visitor opportunities.

**Interim Progress March 25:**

- **Inclusive Resources and Curriculum:** Learning environments will incorporate inclusive resources, and the curriculum will feature key texts that represent protected/vulnerable groups while progress tracking will identify these pupils.
- **Professional Learning and Events:** Staff will participate in professional learning sessions with Ian Timbrell and engage in annual events like Show Racism the Red Card (SRTRC) to promote diversity.
- **Reporting and Accountability:** Clear processes for reporting discriminatory incidents will be established, with pupil



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progress meetings addressing protected/vulnerable groups.

- **Community Engagement and Collaboration:** Parents will be informed about the school’s inclusivity vision, and collaboration with nearby schools will enhance diversity celebration and positive role modelling.

## 5. To Establish a clear leadership framework at all levels to ensure success and alignment with professional standards

Leader: J Griffiths

Team Members: teaching staff.  
AOLE leads

J Worrol

**Rationale:** Recent changes to the school leadership team, staff, and governing body are aimed at fostering a culture of professional learning that enhances standards and maximises the impact of new roles on school improvement. The implementation of a self-evaluation and monitoring process has established a clear leadership framework, regularly assessing effectiveness through staff feedback and performance reviews to identify strengths and areas for improvement. Ongoing refinements to this framework are essential for sustaining school improvement and addressing the Estyn recommendation to ensure that learning activities effectively engage and challenge all pupils.

**Success:** All leaders will have individualised development plans aligned with professional standards and school improvement targets, ensuring clarity of roles and responsibilities. Ongoing training and biannual performance reviews will support effective leadership practices, with feedback driving improvements and fostering collaboration among team members. Enhanced leadership will lead to increased pupil engagement and achievement, while a positive school culture will encourage innovation and shared responsibility for student outcomes.

### Interim Progress March 25:

- Leadership development plans and role descriptions for all positions have been drafted and shared with leaders, alongside an initial training needs assessment and performance review framework.
- Regular leadership team meetings are established, and an initial data collection process for monitoring pupil outcomes is in place.
- Baseline data on pupil engagement and achievement has been collected, along with feedback from staff regarding their understanding of roles and perceptions of school culture.
- Governors are actively involved in leadership discussions, and mid-year evaluations assess the impact of leadership on pupil outcomes and middle leaders’ decision-making processes