GRIFFITHSTOWN PRIMARY SCHOOL

School Development Plan
2026 – 2027

AREA 1: Independent Learning **Target 1: Refine the quality and consistency of independent learning across the school so that all pupils become resilient, engaged and autonomous learners who can articulate, assess and take responsibility for their own progress.**	
Actions	**Outcomes/Impact**
• Gather views of stakeholders to generate an agreed vision for independent learning by 9th November 2026 • Develop a secure understanding of the vision and expectations of independent learning and apply these consistently across the school. • Identified leaders visit partner schools. Best practice shared with all Y3 – Y6 staff by November 2026, and staff discuss and trial changes between December 2026 and July 2027 with expectations established for September 2027. • Revise curriculum documentation. Ensure policies explicitly identify changes to expectations, opportunities to develop independent learning, and outline strategies to improve whole school participation, engagement and achievement for learners. • Embed Brilliant Club approaches re the development of research skills and aspiration. Identified pupils have opportunities to share their 'university' experiences with the school community.	• All teachers plan effectively and all pupils make good progress from a whole school and ambitious approach to independent learning. • Nearly all pupils develop strong independent learning skills through consistently effective practice. • All Y3-Y6 staff implement independent learning pedagogy and experiences fully to enable all learners to make effective progress. • Nearly all pupils articulate confidently how to learn independently and apply effective learning strategies successfully. • All stakeholders contribute effectively to the success and achievement of all learners • Identified pupils successful complete their thesis achieving 2:1 and above • All parents of identified pupils engage and support their child's potential. (FSM, Postcode or children of families with no experience of university)
• Audit staff understanding of Froebelian principles: 13th October. Analyse needs and implement training from 14th October. • Create indoor and outdoor learning environments in Nursery – Year 2 which reflect Froebelian principles and pupil voice by November 2026. • Refine school approach to Cynefin and diversity from October. • Embed consistent approaches in Nursery-Year 2 to high-quality Notice/Analyse/Respond (NAR) observations in provision by March 2027. • Build on block play experiences through KAPLA in Y3 - Y6 by July 2027. Develop documentation to support progression in the use of KAPLA by April. Provide professional learning to support teachers in planning purposeful KAPLA opportunities by December. (Training via: KAPLA Clubs UK and visits to partner schools)	• High-quality accessible resources encourage purposeful exploration, creativity and independent learning for all pupils and ensure sustained engagement and child-led learning. • All environments reflect a diverse school in Wales. • All pupils develop autonomy, curiosity, and are able to explain their application of skills, and achieve improved outcomes. • Y3 – Y6 teachers plan and establish high-quality learning opportunities that enable all pupils to develop independence. • All teachers from Y3 – Y6 use high-quality formative comments which impact on increased independence for all learners • All N-Y2 TAs use NAR process to secure progress and increased independence for all learners • All Y3 – Y6 pupils collaborate effectively, solve problems creatively and demonstrate increasing independence and resilience.

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AREA 2: Maths **Target 2: Strengthen pupils' mathematical reasoning, metacognitive awareness and independence.**	
RATIONALE	
Actions	**Outcomes/Impact**
• Revisit the maths vision to reflect the school's commitment to independent learning 9th November. • Agree a common reasoning vocabulary and high-quality progressive questioning strategies from Nursery to Year 6 from 21st October 2026. • Revise maths policy to incorporate independent learning expectations, reasoning vocabulary and progressive questioning in November. • Increase high-quality reasoning opportunities through all directed and independent maths tasks from November 2026 (I See Problem-Solving). Facilitate PL opportunities for teachers to familiarise selves with strategies. • Re-purpose high-quality numeracy resources across the school from November 2026 and trial 'missions' from January 2027.	• All pupil experiences and classroom environments fully reflect the independent learning vision for maths. • All pupils and staff have shared expectations to ensure progression and use a common language for thinking, explaining and justifying mathematical ideas from Nursery to Year 6. N-R to develop talking about thinking and explaining simple ideas, progressing to generalising, proving and evaluating reasoning in Y5-Y6 • All pupils develop independent reasoning skills from high-quality 'missions' in provision for N – Y6. • Nearly all learners make informed choices about the equipment and strategies they use, demonstrating increasing confidence and independence in mathematics.
AREA 3: LLC **Target 3: Raise standards in literacy and communication (reading and Welsh oracy).**	
RATIONALE	
Actions	**Outcomes/Impact**
• Create a progressive reading strategy by reviewing the current approaches across the school. Create a collaborative whole school vision for reading and share the vision with all stakeholders from November 2026. • Include regular opportunities in timetabling for different adults to model reading for pleasure. • Develop reading for pleasure by auditing current reading resources and conducting surveys as to feelings about reading. Analyse responses and adapt reading resources from November 2026. • Revise LLC Policy setting clear expectations for Little Wandle phonics from September 2026. • Create a graduated scaffold for Reciprocal Reading from Year 3 to Year 6 from October 2026. • Revisit approaches to GGR.	• All reading areas are inviting and promote a love of reading. • All pupils access reading areas independently and talk passionately about favourite author or texts they enjoy. • All pupils regularly listen to adults read to them for pleasure, including staff, parents and visiting authors. • All pupils talk positively about reading for pleasure and the range of available reading material. • Agreed Little Wandle expectations enable all pupils to make stage appropriate progress. • Nearly all pupils in years 3 and 4 use Reciprocal Reading terminology accurately and fulfil their roles effectively during collaborative reading activities e.g., many pupils engage in effective questioning. • Nearly all pupils in years 5 and 6 participate actively in Reciprocal Reading and roles extend and deepen pupils' understanding of the text. All new staff will be familiar with and accurately facilitate GGR where developmentally appropriate.
• Embed daily 'Bob Dydd' sessions with all staff modelling language patterns effectively from September 2026. • Identify purposeful opportunities in weekly planning to apply Bob Dydd language patterns in N-Y6 from October 2026. • Introduce one Welsh text per half term for Y1-Y6 pupils from October 2026, modelling fluency and expression.	• All staff consistently model stage-appropriate Welsh. • Most pupils use Welsh confidently, independently and accurately in a wide range of learning and social contexts. • Many older pupils apply an increasingly sophisticated range of language patterns and vocabulary. • Most pupils engage enthusiastically with high-quality Welsh speaking and reading opportunities.

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• Refine Dysgu Sylfaen in 'N – Y2' and use fans and placemats (at least once per week) and revisit weekly placemat activities in Y3 – Y6 from October 2026. • N – Y6 teachers annotate the Language Continuum document from October 2026. • Revisit whole school non-negotiables (register, weather, greetings, instructions) from September 2026. • Revisit Welsh games refining language patterns for all pupils, following fortnightly 'games challenge' in staff meetings from September 2026.	• Many pupils develop as confident communicators who discuss, respond and collaborate effectively through the medium of Welsh.
AREA 4: Wellbeing **Target: Develop resilient, engaged learners through a consistent whole-school approach to wellbeing, inclusion, pupil voice and attendance.**	
Actions	**Outcomes/Impact**
• Work with all stakeholders to review policy and set non-negotiables for pupil wellbeing, including 'wellbeing check-ins' in all classes and prompt actions following daily monitoring of class 'I wish my teacher knew' boxes from September 2026. • Review approaches to TIS. • Use SHRN analysis to revise policies which identify clear definitions of on-line safety, cyberbullying, bullying, connectedness and sleep, bedtime and screen overload from October 2026. • Digital Leaders to devise a leaflet informing parents of connectedness and sleep, bedtime and screen overload by December 2026 • Share information with families prior to class assemblies, in respect of on-line safety, cyberbullying, bullying, connectedness and sleep, bedtime and screen overload from November 2026. • Embed 'I wish my SLT knew' QR code and 'Supervision' opportunities. 'Trauma Informed Schools' practitioner in school ½ day per half term to complete 'supervision' conversations with staff from September 2026.	• Pupil voice impacts positively in all classes. • Most pupils demonstrate high levels of wellbeing, confidence and resilience, and know that their views are listened to and acted upon. • All interactions begin with empathy. • Parents are better informed about positive wellbeing behaviours to reinforce at home. • Most families who engage in the workshops complete surveys that identify improvements in their child's wellbeing. • All staff reflect on their own wellbeing and promote mindfulness to the benefit of themselves and all learners.
• Embed the new Cluster Attendance Policy. Refine early intervention through a graduated attendance pathway and increase focus on persistent absentees from November 2026. • Revise timetabling to ensure purposeful wellbeing opportunities are presented daily. • Analyse difference between FSM and non-FSM. • Analyse attendance data for all vulnerable groups. • Create case study where strategies have had positive impact on attendance. • Devise action plan supporting identified families. <u>2026-2027 Targets</u> Target attendance: 95%, Unauthorised: 4%, Authorised: 1%	• School attendance data improves with reductions in persistent absence and lateness. • Gap between FSM and non-FSM reduces by 1% • Attendance improves for all vulnerable learners. • A consistent Cluster approach to attendance strengthens engagement with pupils and families, leading to improved attendance habits, positive attitudes towards school and better outcomes for learners.