



Brynnau Primary School

School Development Plan: Published Summary

School self-evaluation:

Summary of Key Strengths

Over the past year, Brynnau Primary School has demonstrated significant strengths across a range of areas, reflecting our commitment to high-quality teaching, learner wellbeing, and continuous improvement. Key highlights include:

1. High-Quality Teaching and Learning

Collaborative INSET planning has led to consistent, cross-curricular skill development. Strong progress in mathematics, with CLIC and SAFE data informing targeted pupil support. The Brynnau Write journey has had a clear, positive impact on writing standards and planning. Effective transfer of mathematical skills observed across nearly all classes. Reading initiatives, including the reading carousel and Nesy interventions, have boosted learner independence and outcomes, particularly for EFSM and ALN pupils. SWST assessments show strong progress, especially among disadvantaged learners.

2. Curriculum Development and Innovation

RVE planning has enhanced staff confidence and led to more progressive learning experiences. Authentic learning through entrepreneurial projects and real-life contexts has enriched the curriculum. New rationale-style planning has improved consistency and clarity across the school. Voice 21 training has strengthened oracy strategies and pupil voice.

3. Assessment for Learning (AfL) and Learner Independence

Whole-school review and implementation of AfL strategies have improved consistency and impact. Learners across all phases can articulate their targets and reflect on their progress. Green pen marking, peer and self-assessment, and AFL characters are embedded in practice. Independent learning challenges and Growth Mindset strategies have enhanced pupil autonomy and engagement.

4. Pupil Voice and Wellbeing

Weekly Pupil Voice assemblies and active committees empower learners to shape school life. Initiatives such as Mindfulness Ambassadors, Criw Cymraeg, and Digital Leaders promote wellbeing, cultural awareness, and digital safety. Pupil-created resources and displays, including Four Purposes posters, demonstrate ownership and understanding of learning goals.

5. Leadership and Collaboration

Governors have deepened their understanding of school performance through regular data sharing with the Senior Leadership Team. Staff actively contribute to the School Development Plan through feedback mechanisms, fostering a culture of shared responsibility. A robust MER system ensures ongoing reflection and improvement. The recent Estyn inspection confirmed the school's strengths in curriculum delivery, learner progress, and inclusive practice.

Areas for Development

1. Raising Standards and Progress

Increase the percentage of learners achieving expected progress in CLIC and SAFE. Standardise writing assessment expectations across year groups. Review the two-year curriculum cycle to ensure appropriate coverage and challenge.

2. Curriculum and Pedagogy

Strengthen differentiation, questioning, and challenge through targeted pedagogical support.



Enhance cross-curricular evidence of the Digital Competence Framework (DCF).
Embed Growth Mindset principles through whole-school training and classroom strategies.

3. Assessment for Learning (AfL) and Independence

Ensure consistent application of AfL strategies and feedforward marking across all classes.
Increase regular review of LLC targets and improve presentation standards.
Support Foundation learners in developing independence with guided adult support.
Further develop opportunities for pupils to plan, evaluate, and reflect on their learning.

4. Pupil Voice and Engagement

Establish a structured cycle for Pupil Voice and ensure all pupils have opportunities to contribute.
Evaluate the impact of pupil voice initiatives and refine as needed.
Conduct learner voice questionnaires and review PERMA data to support wellbeing.

5. Home-School Partnerships and Data Use

Develop strategies to support reading at home, potentially through the school website.
Create a one-page data tracker in Bromcom to monitor progress from Nursery to Year 6.
Evaluate cluster report formats and feedback mechanisms for consistency.



SCHOOL DEVELOPMENT PLAN EVALUATION 2024/2025

Priority	Evaluation of progress
1. To ensure that the curriculum provides progression, challenge, and the transfer of skills through a rich context for learning, along with opportunities to further develop cross-curricular skills in problem-solving and independence. 1.	• Collaborative INSET planning ensured consistent skill development and engaging learning experiences across the curriculum. • RICH tasks and rationale-style planning improved curriculum coherence and skill transfer, with a focus on real-life, cross-curricular learning. • Weekly maths challenges and entrepreneurial projects enhanced problem-solving, critical thinking, and application of numeracy in meaningful contexts. • Growth Gardens and independent learning environments supported autonomy and the use of previously taught skills. • Strong progress in reading and maths, particularly in CLIC and through interventions like Nessy and reading carousel. • SWST and Salford data show positive trends, especially for EFSM and ALN learners. • Pupil progress meetings and cohort data trackers are used to monitor and support learners, with targeted interventions in place. • Writing portfolios and consistent assessment practices are being developed to support progression and moderation. • Staff engaged in professional learning on Growth Mindset, learner independence, and Voice 21 strategies. • Triads trialed strategies across phases, leading to improved learner autonomy, engagement, and oracy. • Voice 21 sentence stems and discussion guidelines are now embedded across the school. • Pupil Voice is a strength, with learners influencing planning, assessment, and school policies. • Committees such as Criw Cymraeg and Digital Leaders promote Welsh language, digital safety, and cultural awareness. • Child-friendly Four Purposes posters and learner-created resources enhance understanding and ownership of learning. • MER confirms consistent implementation of AfL strategies, effective planning, and growing learner independence. • Governors are well-informed through data sharing and actively support school improvement. • Staff use the SDP feedback wall to reflect on progress and celebrate achievements. Estyn Inspection Highlights • The inspection confirmed strong curriculum implementation, high expectations, and confident, capable learners. • Pupils demonstrate well-developed skills in literacy, numeracy, digital competence, creativity, and emotional wellbeing. • Oracy and pupil voice were identified as particular strengths. • The school's inclusive ethos and commitment to care and support were praised. Next Steps • Further develop opportunities for pupils to plan, develop, and evaluate their learning. • Strengthen cross-curricular application of mathematical skills. • Continue to embed independence and challenge across all phases.
2. To develop learner independence through their active role in assessment.	• AfL strategies were reviewed and implemented from Nursery to Year 6 following INSET and Pupil Voice input. • AFL progression stages were agreed across the school, with Foundation classes introducing AFL animals based on pupil feedback. • All learners have Literacy (LLC) and Numeracy (MN) targets; most can identify and discuss them, especially in Juniors. • MER (Monitoring, Evaluation, and Review) of books and planning shows consistent application of new AfL strategies and effective team planning. • Feedforward marking using green pen is evident, though further development is needed in some areas. Staff support/crib sheets are being developed. • Listening to learners confirms growing confidence in discussing targets, self-assessment, and AFL strategies.



	• Learners are increasingly confident in self-assessing and explaining their choices, especially in Years 3–6. • Foundation learners are developing independence with adult support, aided by tools like Seesaw and sound buttons. • Growth Mindset and independent learning strategies trialled through staff triads have positively impacted classroom practice. • Independent Learner Pathways are being developed to ensure progression and consistency. • New termly report formats focusing on two Areas of Learning have received positive feedback. Adjustments include adding photos and learner reflections. • Seesaw is now fully embedded, enhancing family engagement and capturing learning beyond books. • Pupil influence questions are now colour-coded in planning and displayed in classrooms and celebration boards. • School Council and committees have shaped policies, AFL tools, and expectations, promoting ownership and leadership. • Writing portfolios are being developed to support assessment consistency. • DCF skills are evident but require further celebration and tracking through rich tasks. Estyn Feedback • Pupils are articulate, confident, and capable learners who understand their targets and take initiative. • Strong digital skills, exemplary behaviour, and a calm, inclusive ethos was praised. • Governors prioritise pupil wellbeing and achievement, supported by a robust MER system. Next Steps • Further develop opportunities for pupils to plan, develop, and evaluate their learning. • Ensure all pupils, including those not in committees, have structured opportunities to express their views.
3. Developing the culture of pupil voice creating an environment where learners feel empowered to share their opinions, ideas, and feedback, knowing that these will be valued and acted upon.	• Over the academic year, Brynnau Primary School has made strong progress in embedding pupil voice, promoting wellbeing, and developing learner independence. • Pupil Voice is a clear strength, with weekly assemblies, active committees, and learner-led initiatives such as the Positive Relationships Policy, Health & Safety reviews, and the creation of learner-friendly resources. Pupils not only contribute to school life but also influence policy and practice meaningfully. • Wellbeing and Engagement have been supported through weekly PERMA sessions in Juniors, with Engagement identified as a key focus. Mindfulness Ambassadors continue to lead daily sessions, positively impacting emotional regulation and readiness to learn. The school has also strengthened community links through intergenerational projects with local senior citizens, providing real-life learning contexts. • Independent Learning has been enhanced through Growth Mindset triads, Independent Learner Pathways, and the development of classroom environments that promote autonomy. Foundation learners benefit from tools like Seesaw and sound buttons, while Juniors engage in Growth Gardens and group roles to support skill application. • Digital and Cultural Leadership is thriving. Digital Leaders promote online safety through assemblies and weekly messages, while Criw Cymraeg initiatives have raised the profile of Welsh language use across the school and community. • Assessment for Learning (AfL) strategies are increasingly embedded, with learners confidently discussing targets and reflecting on their progress. AFL characters and consistent marking approaches are helping to build understanding, especially in Foundation Phase. Estyn Feedback • Pupils' articulate nature, high levels of challenge, exemplary behaviour, and strong respect and engagement. The school's calm, inclusive ethos and commitment to care and support were also praised. Next Steps • Continue to develop opportunities for all pupils to plan and evaluate their learning. • Ensure pupils not in committees have structured ways to express their views. • Maintain focus on improving engagement (PERMA) and further embed independent learning strategies across all phases.



SCHOOL DEVELOPMENT PLAN PRIORITIES

2025/2026

Priority One	Key Actions	Support
To increase the opportunity for pupils to plan, develop and evaluate their own learning (Estyn recommendation)	- Through engagement activities, pupils influence their own curriculum topic by interpreting CFW skills - Pupils influence their learning by choosing activities and opportunities that match CFW skills identified for the term - Pupils demonstrate increased ability to plan their activities and are given autonomy for how they present their learning - Through AFL strategies pupils evaluate their learning and make suggestions for developing their learning experiences - Improved engagement and outcomes in independent learning tasks. - Evidence of pupil-led learning in classroom observations. - Evidence of pupil developed curriculum in Listening to Learners.	Professional dialogue and input from RCT SIO. Inset training for how to plan for a pupil developed curriculum
December Milestones	March Milestones	July Milestones
- Pupils in Years 5 and 6 will start the term by interpreting the Descriptions of Learning for AOLES- Health and Wellbeing, Science and Technology and Humanities (these skills come from Termly Curriculum plans) - Pupils in Years 5 and 6 will be provided with a short rationale for their topic and will from there map ideas of what and how they would like to learn based on the Descriptions of learning they have interpreted. - Pupils in Years 5 and 6 will be given choice and autonomy over how they present their learning for topic (cross curricular) activities. This will include DCF skills for all learning opportunities. - At the end of the term pupils in Years 5 and 6 will evaluate the success of their learning structure and opportunities and compare it to previous terms learning. - MER of books will be conducted by AOLe leads and SLT to monitor the impact of the increased pupil developed curriculum. - MER listening to learners will ascertain how this curriculum development process has impacted the children's sense of ownership for their learning.	- Pupils in Years 5 and 6 will start the term by interpreting the Descriptions of Learning for AOLES- and continue to map their own ideas of how and what they would like to do to achieve the understood skills. - Pupils in Years 5 and 6 will be presented with the genres they will need to cover by the end of term and asked to map the genres against the topic map and choose which genres they would like to cover linked to which AOLe cross curricular learning. - Pupils in Years 3 and 4 will start the term by being given child friendly worded skills from the Descriptions of Learning for the AOLe- Humanities (these skills come from Termly Curriculum plans) these skills will be discussed and interpreted to gain an understanding of what the pupils are aiming to learn. - Pupils in Years 3 and 4 will be provided with a rationale and hook for their topic and will from there map ideas of what and how they would like to learn based on the Descriptions of learning they have understood. - Pupils in Years 3 and 4 will be	- Pupils in Years 5/6 and 3/4 will start the term by interpreting the Descriptions of Learning for AOLES- and continue to map their own ideas of how and what they would like to do to achieve the understood skills. - Pupils in Years 3 and 4 will be presented with two of the genres they will need to cover by the end of term and asked to map the genres against the topic map and choose which genres they would like to cover linked to which AOLe cross curricular learning. - Pupils in Year 2 will start the term by being given a skill in child friendly words for the AOLe- Humanities (these skills come from Termly Curriculum plans) the skills will be explained so the children gain an understanding of what they are aiming to learn. - Pupils in Year 2 will be provided with a detailed rationale for their topic and a visual hook, they will then map ideas of what and how they want to learn that specific skill. - At the end of the term pupils in Year 2 will evaluate the success of their learning structure and opportunities by discussing their learning and their choices.



			given choice for how they present their learning for topic (cross curricular) activities. This will include DCF skills for all learning opportunities. - At the end of the term pupils in Years 3 and 4 will evaluate the success of their learning structure and opportunities and compare it to previous terms learning. - MER of books will be conducted by AOLe leads and SLT to monitor the impact of the increased pupil developed curriculum. - MER listening to learners will ascertain how this curriculum development process has impacted the children's sense of ownership for their learning.	- MER of books will be conducted by AOLe leads and SLT to monitor the impact of the increased pupil developed curriculum. - MER listening to learners will ascertain how this curriculum development process has impacted the children's sense of ownership for their learning.
Priority Two	Key Actions		Support	
Review and enhance the school curriculum to ensure problem-solving skills are interwoven effectively through real-life context for learning	- Maths skills are taught robustly through the agreed structure- Introduce, embed, challenge and problem solve across the maths lessons (ks2 weekly, FL 3 weekly) followed by the skill being planned for as a rich task in topic the following week. - FL problem solving can be planned for as a rich task (adult led) and through guided play provision - Nearly all learners are challenged appropriately to ensure progression of taught skills that are clear through rich learning tasks in books and Listening to Learners - Problem solving challenges celebrate skills covered in a nearly all classes - Medium term plans clearly identify maths skills to be taught in the first instance and where they will then be applied through tasks in the second instance - Rich tasks pull on prior learning and are created with real life context and meaning that links to topic theme - Problem solving is taught as a discrete skill in the first instance and RUCSAC is the agreed model of learning - Flow chart of agreed maths coverage to be shared and utilised with all staff		Professional Learning through in house sharing of good practice Cluster Numeracy Project	
December Milestones		March Milestones		July Milestones



- Flow chart of agreed format for maths skills coverage- RP to create and share in staff meeting - Clear evidence of skills transition into topic work across a 2 week cycle in ks2 and 3 week cycle in FL - Refresher staff meeting on use of RUCSAC model and display in classrooms - Regular evidence of problem solving being taught using RUCSAC model - Agreed presentation and layout of problem solving in pupils books. - Evaluate effectiveness of Rich task planning and problem solving through book look MER	- Generate a Teams problem solving resource bank organised by maths concept. - Children sharing problem solving activities with parents during open evening. - MER activities question pupils and show clarity of understanding for RUCSAC and the purpose of problem solving. - Planning for Rich task problem solving clear and evident on medium term planning across school (medium term planning document- honeycomb)	- Problem solving showcase- invite parents/carers/GB members to an afternoon where pupils present RUCSAC and teach visitors how to problem solve- workshop of activities for adults led by pupils. - Real life problem activity for each year group- escape room style indoor/outdoor- enrichment day.
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Priority Three	Key Actions	Support
Further enhance the monitoring of pupil data using Bromcom to clearly identify trends and evaluate the impact of interventions.	- Staff confidently use Bromcom to track and analyses pupil data. - Trends and intervention impact clearly identified in termly reports. - Improved outcomes for pupils receiving targeted interventions. - Data used effectively to inform planning and support strategies.	Bromcom training for individuals

December Milestones	March Milestones	July Milestones
- Training completed by LD on the use of Bromcom - Data tracking spreadsheets to be created for Reading, SWST, Personalised Assessments and Big Maths - LD to share with teaching staff the tracking sheets to be used within Bromcom. - End of term analysis of target groups (Interventions, ALN, FSM)	- Twilight for all staff on data tracking via Bromcom for staff to discuss what data/interventions are important to track and how to record this data on Bromcom going forward. - Governors to receive data presentation via Bromcom data reports. - Governor and staff Bromcom meeting to support governors.	Teachers in school using Bromcom in pupil progress for 2025/2026 data and beginning to understand how to track and use data to identify trends and use trends to support pedagogy.

Priority Four	Key Actions	Support
To increase the importance of attendance to gain the whole school target of 93%	- Overall pupil attendance reaches or exceeds 93% by the end of the academic year. - Reduction in persistent absenteeism by at least 20%. - Positive feedback from parents and pupils on attendance initiatives. - Improved attendance rates across vulnerable groups (e.g., ALN, FSM).	Attendance conference for HTs run by RCT 10/10/25 Bromcom Attendance training 17/09/25

December Milestones	March Milestones	July Milestones
- Establish baseline attendance data. - Launch whole-school attendance campaign (assemblies, posters, newsletters). - Introduce weekly class attendance awards. - Award termly attendance certificates. - Begin tracking attendance weekly and sharing with staff in staff meeting/briefing.	- Mid-year review of attendance data. - Award termly attendance certificates. - Share attendance progress with governors and staff. - Review impact of support plans. - Increase phone calls or meetings for non-engaged families. - Collaborate with external agencies if needed.	- Final push to reach 93% target. - Celebrate attendance success in end-of-year events. - Share final attendance data with stakeholders. - Evaluate reduction in persistent absenteeism. - Plan transition support for identified pupils into next year. - Document successful strategies for future use.



• Identify pupils with <90% attendance from previous year. • Initiate early intervention meetings with families. • Set up attendance support plans for targeted pupils. • Send out attendance expectations and importance via newsletters. • Analyse attendance by group (ALN, FSM, EAL). • Begin targeted mentoring or check-ins.	• Launch pupil-led attendance initiatives (e.g., posters, peer champions). • Share positive attendance stories in newsletters. • Review attendance trends and adjust support.	• Final feedback survey to assess impact of initiatives. • Recognise families with improved attendance. • Plan next year's attendance strategy with input from stakeholders. • Report on attendance improvements in vulnerable groups. • Plan continuity of support into next academic year.
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Priority Five	Key Actions	Support
Develop collaboration with cluster schools to improve physical development and promote understanding of the effective use of AI in education.	• Joint initiatives with Cluster schools implemented in Physical Development and Digital Technology. • Improved pupil outcomes in Physical Development and Digital assessments. • Regular meetings and shared resources between Cluster schools. • Positive feedback from staff and pupils on collaborative activities.	Funding from the LA to support the cluster applications for the collaboration project Staff to attend cluster and RCT meetings Staff to share the priorities and how they will monitor progress with the school

December Milestones	March Milestones	July Milestones
• Initial cluster meeting to agree on shared goals for Physical Development and AI integration. • Audit current provision in Physical Development and Digital Technology across cluster schools. • Identify key staff in each school to lead joint initiatives. • Plan and launch first joint initiative (rugby tournament, digital learning project). • Begin resource sharing (e.g., schemes of work, assessment tools). • Staff CPD Cluster Inset day on the role of AI in primary education. • Pencoed Cluster LGBTQ+ sessions with year 5/6.	• Deliver joint Physical Development activities (e.g., inter-school sports events, shared curriculum units). • Launch AI-focused learning project across cluster schools (e.g., coding, digital storytelling). • Hold mid-year cluster review meeting to assess progress and adjust plans. • Collect pupil voice on collaborative activities and AI learning experiences. • Plan a physical development tournament between cluster schools • Share digital assessment tools and begin tracking pupil progress collaboratively.	• Final cluster meeting to evaluate outcomes and share successes. • Analyse pupil outcomes/views within Physical Development and Digital assessments. • Participate in a physical development tournament between cluster schools • Gather staff and pupil feedback on collaborative initiatives. • Publish shared resources and case studies for future use. • Plan next year's collaborative priorities, including further AI integration and physical development goals.

Priority Six	Key Actions	Support
To further enhance staff professional development and promote the sharing of individual expertise across the school	• All staff engage in at least one targeted professional development activity. • Staff feedback indicates improved confidence and competence in identified areas. • Staff-Led Training and Sharing Sessions • A calendar of regular staff-led CPD sessions is established and maintained. • At least one member of staff per term leads a session to share expertise or best practice. • Observations and learning walks show implementation of strategies shared during CPD. • Pupil outcomes or engagement improve in areas linked to staff development focus.	Cluster work – AI and Maths grant funded project, Criw Cymraeg team meetings and Sports tournaments All staff identified for CPD throughout the year (see calendar)

December Milestones	March Milestones	July Milestones
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• Conduct a staff survey to identify areas of expertise and CPD interests. • Update CPD logs and identify gaps or priorities. • Begin a rota for staff-led twilight sessions or briefings. • Share a calendar of internal CPD opportunities. • Set up peer observation pairs or triads. • Introduce informal “learning walks” with a focus on sharing good practice. • Identify key external CPD opportunities aligned with school priorities. • Encourage staff to attend and commit to sharing learning with colleagues.	• SMT reviews CPD and gather feedback on staff-led sessions. • Adjust programme based on feedback and emerging needs. • Facilitate joint planning sessions or curriculum development workshops. • Encourage sharing of strategies across the school. • Host a “Staff Teach Meet” or mini-conference where staff present on areas of strength. • Create a digital repository of shared resources and strategies. • Launch or continue mentoring/coaching for targeted staff	• Conduct end-of-year evaluation of CPD impact on teaching and learning. • Gather pupil voice where relevant to assess indirect impact. • Celebrate and Share Success • Recognise contributions of staff who led CPD or mentoring. • Share case studies or success stories in staff meetings or newsletters. • Plan for Next Year • Use evaluation data to inform next year’s CPD priorities. • Update staff expertise map and CPD calendar for the new academic year
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