Cilâ | Primary School
Ysgol Gynradd Cilâ



Achieving, Building, Celebrating **Llwyddiant, Adeiladu, Dathlu**

Summary

SCHOOL DEVELOPMENT PLAN 2026/27

School Development Plan Summary

PRIORITY 1

To develop a consistent, evidence-based approach to teaching and learning which focuses on pupils developing skills over time.

Rationale

Teachers provide a range of interesting learning opportunities which nearly all pupils engage with positively. However, monitoring activities have highlighted that increased focus needs to be placed on classroom practice reflecting the three enablers guidance. Explicit reference to skills development within planned learning experiences and provision could be more clearly planned for and developed. For example, planning demonstrates pupil engagement and learner choice, but it does not always aid purposeful skills progression over time. Through professional discussions, there is a collective view that we need to clarify what constitutes our teaching and learning policy at Cila. As part of this focus, it has been agreed that we will need to revisit curriculum maps to realign with Curriculum for Wales guidance and the Three Enablers documentation. By addressing this issue we hope to ensure that lessons are not just knowledge rich but also embed and develop pupils' skills, so that pupils can apply those skills purposefully in different and authentic contexts with increased independence. In addition to this, quality assurance activities have highlighted that increased focus needs to be placed on developing an invitational, play-based learning approach to learning in the early years setting within the school to ensure that learning is developmentally appropriate and authentic.

Through monitoring and quality assurance measures, it has been identified that phonics is currently not taught in a systematic or consistent way across PS1 and PS2. Different year groups use different resources and schemes do not align at present. This does not allow pupils to make consistent progress as they have to adjust to a new system and language. Research indicates that a systematic, synthetic approach to the teaching of phonics aids progress. Consistency in approach, language, and resources needs to be established in order to allow all pupils to make measured progress over time.

School Development Plan Summary

PRIORITY 2

To focus monitoring, evaluation and improvement more sharply on pupils' learning.

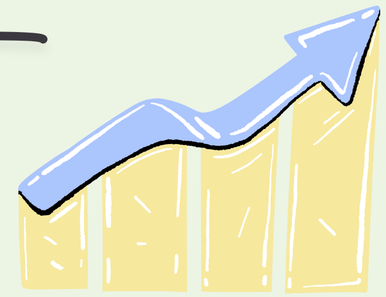
Rationale

The newly appointed Headteacher will work with SLT to promote a culture of accountability and professional development in order to drive standards in teaching, learning and assessment. Training and professional development opportunities need to be prioritised in order to strengthen staff's understanding of evaluation and how to measure impact of strategies on pupil outcomes. Following Estyn's recent interim visit in April 2026, the school was advised to continue refining the school's monitoring and improvement work, to ensure that the evaluation of the school's improvement priorities focuses more sharply on how well pupils' skills develop over time. Monitoring, evaluating and improvement strategies will, therefore, remain a key priority for the year ahead. This includes our evaluation of teaching, learning and assessment to ensure that pupils make progress over time. Key systems and processes will be established to monitor and track pupil progress, particularly in the areas of literacy and numeracy, in line with national priorities.

The school's teaching, learning and assessment policy outlines how feedback is given to pupils at different stages of their learning journey however, greater clarity around the policy and a review of it in practice could lead to greater consistency in its application and more effective feedback to ensure pupils are clear as to their next steps.

The school also has a new leadership team, and clarity around school self-evaluation processes needs to be made clear, with robust self-evaluation and monitoring systems in place to drive change.

Where we plan to go next...



2026/27

To develop a consistent, evidence-based approach to teaching and learning, which focuses on pupils developing skills over time.

To focus monitoring and evaluation more sharply on pupils' learning.

2027/28

To refine and test tracking systems for monitoring pupil progress, ensuring systems are consistently used and effective.
To strengthen opportunities for pupils to undertake enquiry-based learning, building on the play-based learning philosophy implemented in 26/27.
To strengthen teachers' knowledge and evaluative skills to move curriculum areas forward within AOLE lead roles, building on the modelled approach implemented by leaders in 26/27.

2028/29

To further develop professional active research and enquiry skills to empower staff to continually evaluate and implement evidence-based curriculum changes, measuring impact over time.
To ensure consistently high quality feedback is given to pupils to allow pupils to move their learning on.
To develop purposeful outdoor learning provision across the curriculum.

NB. National priorities will also be considered in conjunction with the School Development Plan.