

Y Bont Faen Primary School

Inspire to learn - Inspire for life Ysbrydolwn i Ddysgu - Ysbrydolwn am Oes



School Development Plan Summary 2025-2026

Every child at Y Bont Faen is nurtured and encouraged in a safe, happy environment with high quality learning experiences which develop the skills and knowledge needed for a successful future. We work together to reach our full potential and to become caring and confident lifelong learners.

The Aims of Our School

- To ensure the wellbeing of all is paramount and is supported through providing a happy, secure and caring environment for both children and staff, where respect and consideration for others is integral to all we do.
- To provide a rich curriculum which will help develop ambitious capable learners, healthy confident individuals, enterprising, creative contributors and ethical informed citizens.
- To have high expectations so that everyone strives to be their best embracing challenge, building resilience and self-belief.
- To encourage children to think, ask questions, collaborate and be creative through interesting and engaging learning experiences which are relevant and meaningful to children's lives now and in the future.
- To encourage children to be positive and active contributors to the environment.
- To celebrate diversity and build positive relationships.
- To promote active partnership within the wider community, and develop an awareness of local, national and global issues.

Y Bont Faen School Development Plan Priorities 2025 - 2026

Priority 1: Enhance pupils' digital skills through the effective teaching of multimedia experiences across the school.

Priority leader: Katherine Fitchie

Team members: SMT / All staff

Governing Body Link: Steve Miller/Catherine Thomas

Key actions

1. Professional Learning & Whole-School Development

- All staff to attend the **Mr P Cluster INSET**, focusing on effective use of technology to enhance teaching and learning.
- Seek and attend **relevant professional learning sessions**, sharing key messages and strategies with staff.
- Provide a **PL session on evidencing pupil work**, including the use of online folders (e.g., KS2).
- Introduce **TeachMate** and explore opportunities for its use through a structured programme of termly PL:
 - **Session 1:** TeachMate webinar
 - **Session 2:** Staff sharing and reflection
 - **Session 3:** Further sharing, reflection, and development of practice
- Lead **monthly drop-in sessions** informed by staff audit data, providing targeted upskilling opportunities.

2. Review & Resource Development

- Review the school's current digital provision as part of the **mid-term planning review**, supported by a staff audit of digital competence and confidence.
- Update **curriculum placemats** to clearly signpost digital resources aligned with progression steps across the curriculum.

3. Digital Competence Framework (DCF) & Assessment

- Explore **assessment opportunities within the DCF**, beginning with Year 5 as a trial group.

Rationale

In response to self evaluation and ongoing curriculum development.

Support

Professional learning and sharing sessions - refer to YBF calendar
Staff 'Drop in Sessions' led by KF
Mr P - cluster INSET

December Milestones

Most teaching staff have an increased repertoire of resources and multimedia techniques to enrich pupils' digital skills.

Many pupils use and apply their digital skills across a growing variety of experiences, with secure understanding, across the curriculum.

Many pupils evidence, with understanding, their own digital learning effectively.

March Milestones

Nearly all teaching staff have an increased repertoire of resources and multimedia techniques to enrich pupils' digital skills.

Most pupils use and apply their digital skills across a growing variety of experiences, with secure understanding, across the curriculum.

Most pupils evidence, with understanding, their own digital learning effectively.

July Milestones

All teaching staff have an increased repertoire of resources and multimedia techniques to enrich pupils' digital skills.

Nearly all pupils use and apply their digital skills across a growing variety of experiences, with secure understanding, across the curriculum.

Nearly all pupils evidence, with understanding, their own digital learning effectively.

Y Bont Faen School Development Plan Priorities 2025 - 2026

Priority 2: Refine the Inspire Curriculum to enrich pupils' learning experiences and metacognition.

Priority leader: Harriet Maidment

Team members: SMT / All staff

Governing Body Link: Steve Miller/Catherine Thomas

Key actions

1. Professional Learning & Leadership Development

- **HM and RM to participate** in the Welsh Government *National Support Programme for Curriculum and Assessment Design*.
- **HM and RM to lead INSET**, sharing new assessment strategies from the programme and introducing the use of **storyboarding** to support inquiry planning.

2. Strengthening Inquiry Pedagogy

- Review and further develop whole-school **inquiry pedagogy** through a planned series of PL sessions, with an enhanced focus on:
 - *Going further*
 - *Making conclusions*
 - *Taking action*
- Support staff to embed these elements consistently across AoLEs.

3. AoLE Leadership & Planning

- AoLE Leads to create **Action Plans for 2025–2026**, identifying:
 - Professional learning needs
 - Resource requirements
 - Priorities linked to curriculum development
- AoLE Leads to **evaluate the impact** of their current action plans to inform next steps.
- Ensure the **PL calendar** reflects curriculum development needs, including inquiry, assessment, and metacognition.

4. Whole-School Approach to Metacognition

- Establish a **consistent whole-school approach** to metacognition by introducing:
 - *A monthly Habit of Mind* focus
 - Shared language for learning
 - Explicit opportunities for reflection across all AoLEs
- Staff to complete **pre-reading** prior to the related INSET session.

5. Professional Inquiry

- Staff to engage in a **professional inquiry cycle** centred on the use of professional reading and research to deepen understanding of:
 - Metacognition
 - Pupil motivation
 - Learning habits
- Findings to inform classroom practice and whole-school approaches.

Rationale

In response to self evaluation and ongoing curriculum development

Support

Cath Murdock inquiry led learning training
 Professional learning and sharing sessions - refer to YBF calendar
 WG National support programme for curriculum and assessment design'.

December Milestones	March Milestones	July Milestones
<p data-bbox="76 226 528 327">AoLE leads have a developing understanding of breadth, depth and coverage within their area.</p> <p data-bbox="92 367 525 506">Ensure the rigour and robustness of monitoring the progressive and systematic development of pupils skills.</p> <p data-bbox="92 546 525 647">Nearly all pupils can talk about the Habits of Mind covered to date and how they support their learning.</p>	<p data-bbox="560 226 979 327">AoLE leads have a clear understanding of breadth, depth and coverage within their area.</p> <p data-bbox="576 367 987 470">Nearly all staff have a strong understanding of approaches to develop metacognition to include</p> <p data-bbox="560 510 908 611">Most pupils apply learning effectively and demonstrate metacognitive awareness.</p> <p data-bbox="560 651 995 790">Improve the rigour and robustness of monitoring the progressive and systematic development of pupils skills.</p>	<p data-bbox="1027 226 1485 327">Measure the impact of professional learning programmes for all staff, especially AoLE leads</p> <p data-bbox="1027 367 1517 468">AoLE leads have a strong understanding of breadth, depth and coverage within their area.</p> <p data-bbox="1027 510 1485 611">Most pupils apply learning effectively and demonstrate metacognitive awareness.</p> <p data-bbox="1027 651 1517 752">Enrich the rigour and robustness of monitoring the progressive and systematic development of pupils skills.</p>

Y Bont Faen School Development Plan Priorities 2025 - 2026

Priority 3: Combine formative and summative assessment practices effectively to support pupils' progress purposefully in reading and writing

Priority leader: Rebecca Millard

Team members: SMT / teaching staff

Governing Body Link: Steve Miller/Catherine Thomas

Key actions

1. Writing Assessment & Moderation

- Teachers to attend Cluster writing assessment training, led by Ian Timbrell.
- RM to lead writing assessment professional learning sessions, ensuring consistency of practice across the school.
- All staff to attend Cluster writing moderation to strengthen accuracy and reliability of teacher judgements.

2. Writing Journey Development

RM to lead a writing journey PL session, incorporating:

- Refinements to the school's writing journey
- Outcomes of recent book monitoring
- Updates to the *genre:form* document to ensure clear progression and expectations

3. Support Staff Development

- LSAs to attend PL with Ian Timbrell, focusing on strategies for scaffolding and effective support for pupils during writing tasks.

4. Reading Development & Professional Learning

- KS2 teaching staff to attend FFT Reciprocal Reading professional learning to strengthen comprehension instruction.
- All teachers to attend the 'Reading Reconsidered' introduction at Cowbridge School to deepen understanding of high-quality reading instruction.

5. Leadership & Further Training

- RM to attend CSC training to ensure up-to-date leadership knowledge and to bring new approaches back to school.

Rationale

In response to self-evaluation, national priority, horizontal collaboration and vertical collaboration

Support

FFT Reciprocal Reading training
 Ian Timbrell writing assessment INSET 2.9.25 (Cluster)
 Ian Timbrell writing focusing on scaffolding and support for LSA's Twilight (Cluster)
 Introduction to Reading Reconsidered, led by Cowbridge school for teachers
 CSC Reading Reconsidered training:
 Professional learning and sharing sessions - refer to YBF calendar
 Cluster meetings:

December Milestones

Nearly all staff have an emerging understanding of how to use the assessment framework to support the development of writing skills.

Nearly all Key Stage 2 staff have an

March Milestones

Nearly all staff have an improved understanding of how to use the assessment framework to support the development of writing skills.

Nearly all Key Stage 2 staff have an

July Milestones

Nearly all staff have a secure understanding of how to use the assessment framework to support the development of reading and writing skills.

<p>emerging understanding of how to lead Reciprocal Reading sessions in Key Stage 2.</p> <p>Following effective formative and summative assessments, many pupils make expected progress in reading and writing.</p>	<p>improved understanding of how to lead Reciprocal Reading sessions in Key Stage 2.</p> <p>Following effective formative and summative assessments, most pupils make expected progress in reading and writing.</p> <p>Measure the impact of professional learning programmes for all staff and its impact on pupils writing and reading skills.</p>	<p>Nearly all Key Stage 2 staff have a secure understanding of how to lead Reciprocal Reading sessions in Key Stage 2.</p> <p>Following effective formative and summative assessments, nearly all pupils make expected progress in reading and writing.</p> <p>Measure the impact of professional learning programmes for all staff and its impact on pupils writing and reading skills</p>
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Y Bont Faen School Development Plan Priorities 2024 - 2025

Priority 4: Combine formative and summative assessment practices effectively to support pupils' progress purposefully in mathematics and numeracy.

Priority leader: Sian Davies

Team members: SMT Harriet
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Governing Body Link: Steve
Miller/Catherine Thomas

Key actions

Audit, Resource Identification & Procurement

- Conduct a whole-school **audit of current concrete and pictorial resources** to identify strengths, gaps, and duplication.
- Identify **key resources and associated costs**; purchase the most essential items within the agreed budget.
- Begin creating a **digital folder of concrete and pictorial examples** for each year group to support consistency and planning.

2. Professional Learning: CPA & Effective Use of Resources

- Provide **training and PL sessions** for all staff on effective use of concrete and pictorial resources—focusing on deeper, non-obvious applications that strengthen conceptual understanding.
- As part of Action 1, offer further **Professional Learning opportunities**, particularly for Years 4–6, to explore how CPA approaches can support the teaching of mathematical concepts across all Maths strands (e.g., through *Maths No Problem* online workshops).
- Share supporting resources such as **Classroom Secrets** and **Maths Mastery**, highlighting examples of reasoning tasks aligned with the CPA approach.

3. Assessment & Curriculum Planning Using PUMA

- Introduce **PUMA assessments** to staff.
 - Class teachers to use PUMA outcomes to guide termly planning while ensuring learning remains **authentic, meaningful, and not driven by teaching to a test**.
- After each assessment, evaluate:
 - *How effectively PUMA supports planning*
 - *How well assessments inform progression for all learners*

4. Sharing Key Documentation & Ensuring Consistency

- Lead PL sessions to share and unpack key school and cluster documents:
 - The **5Schools Progression Document**
 - The **5Schools Calculation Policy**
 - The **PUMA Assessment Overview**

5. Evaluating Additional Schemes & Support Materials

- Explore the **benefits, costs, and feasibility of adopting White Rose Maths** as a supporting scheme of work across the school.
- Promote the use of additional high-quality resources (e.g., Classroom Secrets, Maths Mastery) to support the planning of reasoning activities and demonstrate how these materials integrate with the CPA approach.

Rationale

In response to Estyn interim visit

Support

SD to attend CSC Developing the Five Proficiencies training.
SD to attend CSC Developing a bespoke curriculum for your school.
Professional learning and sharing sessions - refer to YBF calendar e.g. Using Numicon from Nursery to Year 6

December Milestones	March Milestones	July Milestones
<p>Staff in Year 4 to Year 6 have a developing understanding of CPA strategies to support the development of pupils mathematics and numeracy skills.</p> <p>Nearly all staff use formative and summative assessments consistently to develop pupils' mathematics and numeracy skills.</p> <p>Following effective formative and summative assessments, many pupils make expected progress in mathematics and numeracy skills.</p>	<p>Measure the impact of professional learning programmes for all staff and its impact on pupils mathematics and numeracy skills, which includes CPA practices.</p> <p>Staff in Year 4 to Year 6 use CPA strategies consistently and effectively to support the development of pupils mathematics and numeracy skills.</p> <p>Nearly all staff use formative and summative assessments effectively to develop pupils' mathematics and numeracy skills.</p> <p>Following effective formative and summative assessments, most pupils make expected progress in mathematics and numeracy skills.</p>	<p>Measure the impact of professional learning programmes for all staff and its impact on pupils mathematics and numeracy skills, which includes CPA practices.</p> <p>Staff in Year 4 to Year 6 use CPA strategies confidently and successfully to support the development of pupils mathematics and numeracy skills.</p> <p>All staff use formative and summative assessments successfully to develop pupils' mathematics and numeracy skills.</p> <p>Following effective formative and summative assessments, nearly all pupils make expected progress in mathematics and numeracy skills</p>