School Development Plan

Published Summary

2026/27

School self-evaluation: summary

Penpych Primary School continues to demonstrate a strong commitment to providing equitable opportunities and experiences for all pupils through effective leadership, high-quality teaching and a highly inclusive ethos. Leaders, governors and staff share a clear vision focused on pupil well-being, achievement and continuous improvement. Robust self-evaluation and school improvement processes ensure that leaders and governors have a clear understanding of the school's strengths and areas for development, enabling improvement priorities to remain focused on raising outcomes for learners.

The school provides a highly nurturing environment where pupils feel safe, valued and supported. Strong relationships between staff, pupils and families contribute to a positive school culture in which nearly all pupils demonstrate excellent attitudes to learning, behave well and develop a strong sense of belonging. Effective safeguarding practices and successful strategies to promote attendance further support pupils' well-being and engagement.

Teaching and learning is strong across the school. Staff know pupils well and provide effective support to meet their individual learning and well-being needs. As a result, nearly all pupils, including those with additional learning needs and those from disadvantaged backgrounds, make good progress in most aspects of their learning. The school has developed a broad and engaging curriculum that captures pupils' interest, promotes resilience and supports the development of knowledge, skills and understanding across the Areas of Learning and Experience.

The school has been particularly successful in developing literacy. The systematic approach to reading has enabled younger pupils to develop secure decoding skills, while older pupils apply their reading skills effectively across the curriculum. Improvements in writing have also had a positive impact on pupils' standards and outcomes. Pupils develop strong speaking and listening skills and are confident communicators who contribute thoughtfully to discussions.

In mathematics, most pupils make good progress and develop secure understanding of key concepts. However, self-evaluation identified the need to provide more frequent opportunities for pupils to apply numeracy skills across the curriculum. Similarly, while pupils are developing digital competence, opportunities to apply digital skills authentically across learning experiences require further development. Welsh oracy remains an area for improvement, as pupils do not yet have sufficient opportunities to develop confidence, fluency and independence in speaking Welsh across the school.
The school promotes strong values of citizenship, equality and respect, helping pupils develop empathy, fairness and an understanding of their rights and responsibilities within society.

Overall, Penpych Primary School is a caring, ambitious and inclusive learning community that has many strengths.

SCHOOL DEVELOPMENT PLAN EVALUATION 2025/26

The school has made strong progress in delivering the priorities identified within the School Development Plan. Significant improvements have been achieved across reading, Welsh oracy, mathematics and numeracy, and digital competence, resulting in strengthened teaching practices, increased pupil engagement and improved learner outcomes.

Priority 1: Improve Standards of Reading for All Children

This priority has been largely achieved. The successful implementation of the Monster Phonics programme, alongside professional learning and external literacy support, has led to improvements in phonics knowledge, reading skills and the quality of reading provision across the school. Guided Group Reading is now embedded from Year 2 to Year 6, and monitoring activities confirm greater consistency in teaching practice. Pupils demonstrate improved decoding, fluency and engagement with reading, supported by a positive reading culture promoted through literacy-rich environments, reading ambassadors and author visits. Reading remains a minor priority moving forward to further strengthen comprehension and fluency and ensure all pupils become confident, enthusiastic readers.

Priority 2: Improve Pupils' Welsh Oracy Skills

Good progress has been made in developing pupils' confidence and willingness to use Welsh. Whole-school strategies, including increased incidental Welsh, structured language patterns and staff professional learning, have raised the profile of Welsh and increased opportunities for pupils to practise speaking and listening skills. Monitoring evidence shows improved confidence among both staff and pupils, with Welsh becoming a more visible and purposeful part of everyday school life. While the priority has been largely achieved, further work is needed to develop pupils' fluency, spontaneity and independent use of Welsh in authentic situations.

Priority 3: Ensure a Consistent Approach to Mathematics and Numeracy (MD+N)

The school has made good progress towards establishing a consistent and progressive approach to mathematics and numeracy. Agreed whole-school approaches, collaborative planning and professional learning have strengthened consistency in provision and improved staff understanding of progression. Pupils demonstrate greater confidence in mathematical language, reasoning and problem-solving, while assessment information indicates improving outcomes for most learners. Opportunities to apply numeracy skills across the curriculum have increased, although further work is required to ensure consistent cross-curricular application and to provide greater challenge through higher-order reasoning and problem-solving activities.

Priority 4: Increase Opportunities for Pupils to Develop and Apply Their Digital Skills

This priority has been largely achieved through targeted investment in digital resources, staff development and curriculum improvements. Technology is now used more consistently to support learning, with pupils increasingly applying digital skills across a range of contexts, including research, communication, presentation and creative tasks. Monitoring evidence highlights improved staff confidence, greater pupil engagement and enhanced digital learning experiences. The next stage of development will focus on ensuring a more consistent and progressive approach to digital competence across all year groups and Areas of Learning and Experience.

Overall Evaluation

Overall, the school has made good to strong progress against all SDP priorities. Improvements in teaching and learning, staff expertise, consistency of provision and pupil engagement are evident across the curriculum. While all priorities can be judged as largely achieved, the school's self-evaluation identifies opportunities to build on this success through continued focus on reading comprehension and fluency, Welsh oracy, cross-curricular numeracy and the progressive development of digital competence. These areas will form the basis for further improvement and sustained learner success during the next improvement cycle.

SCHOOL DEVELOPMENT PLAN PRIORITIES 2026/27		
Priority	**Key Actions**	**Support**
1. Increase opportunities for pupils to develop and apply their digital skills	• Audit current digital provision and map opportunities against the Digital Competence Framework. • Develop a whole-school progression map for digital skills from Nursery to Year 6. • Provide professional learning for staff on effective use of digital technologies and DCF progression. • Ensure all medium-term plans identify explicit digital skill opportunities within each AoLE. • Introduce termly "Digital Challenge" projects where pupils apply skills to authentic contexts. • Increase opportunities for coding, multimedia creation and digital problem-solving activities across the school. • Establish Digital Leaders to support peers and promote responsible digital citizenship. • Develop pupils' understanding of online safety through regular curriculum activities and Safer Internet Day events. • Monitor progression through pupil work, observations, pupil voice and assessment activities. • Share examples of effective digital learning through staff meetings and professional dialogue.	Local Authority Digital Learning Adviser Regional School Improvement Service Hwb Digital Learning Team Welsh Government DCF Resources Cluster Schools Microsoft Education National Centre for Computing Education (NCCE) STEM Ambassadors Online Safety Organisations (e.g. UK Safer Internet Centre) Local Businesses and Community Partners Education Technology Providers

2. Improve pupils' Welsh oracy skills	**Strengthen Daily Incidental Welsh (Cymraeg Bob Dydd)** • Introduce and reinforce a whole-school set of daily Welsh phrases for pupils and staff. • Develop "Helpwr Heddiw" roles in each class to encourage pupil-led Welsh interactions. • Use Welsh during transitions, lining up, lunch, and classroom routines. **Structured Oracy Opportunities** • Use a progressive oracy scheme of work with specific sentence patterns. • Deliver weekly sessions focused on role play, storytelling, asking/answering questions. • Use Welsh talk frames, prompt cards and question fans. Staff Development • CPD sessions on incidental Welsh, pronunciation, and embedding Cymraeg naturally. • Peer observations and model lessons. • Access to online Welsh language learning tools. **Enrich the Welsh Language Environment** • Create Welsh oracy-rich displays. • Introduce Welsh assemblies, songs and poetry. • Invite Welsh-speaking community members or use virtual platforms to engage pupils. **Celebrate and Motivate** • Launch reward systems such as "Siaradwr yr Wythnos". • Termly Welsh performance events (mini Eisteddfod, class showcases).	Estyn Effective Practice Case Studies: • Estyn publishes case studies and improvement resources, including examples of effective Welsh oracy development from Welsh-medium and English-medium schools. School Improvement • Regional School Improvement Service External Partnerships • Partner with local Welsh-medium schools for shared staff development. • Work with local Welsh community groups to provide pupils with authentic Welsh-speaking contexts. • Use external Welsh-speaking drama or arts organisations (e.g., Theatr Iolo as referenced by Estyn).

	• Share pupil recordings or achievements with families.	
3. Strengthen numeracy across the curriculum.	• Conduct a whole-school audit of numeracy provision to identify strengths, gaps and opportunities for development. • Develop and implement a whole-school numeracy progression map aligned with Curriculum for Wales expectations. • Create a whole-school overview identifying numeracy opportunities across all AoLEs. • Ensure medium-term planning includes explicit opportunities for pupils to develop and apply numeracy skills in authentic contexts. • Deliver professional learning on effective numeracy teaching, reasoning and problem-solving strategies. • Develop a consistent whole-school approach to the teaching of mathematical vocabulary and language. • Embed regular opportunities for pupils to apply numeracy skills across all Areas of Learning and Experience. • Introduce investigative mathematics and real-life problem-solving tasks in every year group. • Implement targeted intervention programmes for learners requiring additional support in numeracy. • Establish termly cross-curricular numeracy projects that require pupils to apply mathematical skills in meaningful contexts. • Increase opportunities for pupils to explain, justify and evaluate mathematical thinking through discussion and collaborative learning.	• Local Authority Mathematics Adviser • Regional School Improvement Service • Mathematics and Numeracy Network Meetings • Hwb and Welsh Government Resources • Cluster Primary and Secondary Schools • STEM Ambassadors / STEM Cymru • Local Businesses and Community Organisations • ALN Services and Educational Psychology Service • Maths Week Wales and Other National Programmes • Regional and National Mathematics Initiatives

	• Share effective numeracy practice through staff meetings, professional dialogue and peer observations. • Engage parents through workshops, newsletters and practical ideas for supporting numeracy at home. • Celebrate numeracy through whole-school events such as Maths Week Wales, enterprise activities and STEM projects.	
4. Improve attendance with a focus on vulnerable groups.	• Conduct a detailed analysis of attendance data to identify trends, patterns and vulnerable groups requiring support. • Establish an attendance action plan for pupils below 90% attendance. • Introduce robust first-day response procedures for unexplained absences. • Hold regular attendance review meetings involving SLT, ALNCo and relevant staff to monitor vulnerable learners. • Implement targeted interventions for vulnerable pupils and persistent absentees, including individual attendance plans where appropriate. • Strengthen communication with parents through attendance letters, meetings and support pathways. • Celebrate and reward good and improved attendance through assemblies, certificates and class incentives. • Provide staff training on attendance expectations, procedures and identifying barriers to attendance. • Work closely with Educational Welfare Officers and external agencies to support families where attendance is a concern.	• Local Authority Education Welfare Service (EWS) • Education Welfare Officer (EWO) • Regional School Improvement Service • School Health Nursing Service • Child and Adolescent Mental Health Services (CAMHS) • Team Around the Family (TAF)/Early Help Services • Social Services • Inclusion and ALN Services • Educational Psychology Service • Community and Family Support Organisations • Police Community Support Officers (PCSOs) • Welsh Government and Local Authority Attendance Networks

	• Develop pupil voice activities to identify barriers to attendance and inform school improvement actions. • Promote wellbeing, belonging and engagement through enhanced pastoral support and inclusive practices. • Monitor attendance of vulnerable groups separately and report findings to governors each term. • Share attendance expectations and successes regularly through newsletters, social media and parent meetings. • Evaluate the impact of attendance strategies and adjust interventions as required.	