

**YSGOL DYFFRYN TRANNON**  
**SCHOOL DEVELOPMENT PLAN: SUMMARY 2025-2026**

The overview of our ‘School Development Plan’, provides details of activities we are undertaking to help improve provision within this academic year. The plan helps us to move towards our school vision, for all. It also takes into account the national priorities for Wales which are:

- Improving pupils’ progression by ensuring their learning is supported by a range of knowledge, skills and experience.
- Reducing the impact of poverty on pupils’ progression and attainment.

The chosen areas of focus are based on thorough analysis of data, monitoring and self-evaluation review. Activities are costed and we use both school delegated budget and WG grants to support the priorities.

<b>School Self-Evaluation: Summary</b>	
<p><b>The Strengths of Ysgol Dyffryn Trannon</b></p> <ul style="list-style-type: none"> <li>✓ Our children are happy at school</li> <li>✓ School vision co-constructed and shared with all.</li> <li>✓ Pupils enjoy learning and are enthusiastic.</li> <li>✓ Positive working relationships between pupils, parents and staff.</li> <li>✓ Staff provide a range of interesting learning experiences, including trips and visits.</li> <li>✓ Whole school activities e.g, Well-being days / Diwrnodau Cymraeg</li> <li>✓ ALN development</li> <li>✓ Pupil behaviour and wellbeing</li> <li>✓ Nearly all learners feel safe at school.</li> </ul>	<p><b>The Areas for Development</b></p> <ul style="list-style-type: none"> <li>➤ CWRE Curriculum for Wales – strengthen community links.</li> <li>➤ Reasoning and Problem solving through purposeful learning opportunities.</li> <li>➤ Develop pupil oracy skills.</li> </ul>

<b>School Development Plan Evaluation 2024 – 2025</b>	
<b>Priority</b>	<b>Evaluation of Progress</b>
1. Develop the provision for outdoor learning from Reception to Year 6 across all the AoLEs	<ul style="list-style-type: none"> <li>• Outdoor learning is now embedded across the school, with pupils engaged in purposeful, real-life tasks that promote creativity, responsibility and sustainability.</li> <li>• Improved outdoor spaces, co-designed with pupils and parents, have increased pupil ownership and engagement.</li> <li>• Outdoor activities effectively reinforce literacy and numeracy, with weekly differentiated tasks aligned to curriculum goals.</li> <li>• Pupils report enjoyment and motivation; older pupils show enthusiasm for extending opportunities, indicating strong impact on well-being and learning.</li> </ul>
2. Develop provision for Relationships and Sexuality Education (R.S.E.) and Religion, Values and Ethics (R.V.E.) within the curriculum.	<ul style="list-style-type: none"> <li>• RVE curriculum developed in line with Humanities AoLE; delivery strengthened through assemblies, visiting speakers, and exploration of diverse religions, though formal provision mapping is still required.</li> </ul>

	<ul style="list-style-type: none"> <li>• Pupils increasingly confident discussing children’s rights and diversity, supported by Super Ambassadors and assemblies.</li> <li>• RSE Code understood by all staff; twilight sessions and TEAMS network engagement have improved confidence, but comprehensive mapping across all year groups is needed.</li> <li>• Mental health and wellbeing promoted through newsletters, CAMHS outreach, and activities such as yoga and resilience strategies; most parents report pupils are happy and confident.</li> <li>• Curriculum and resources reflect diversity, with purposeful materials in classrooms and strong pupil understanding of prejudice, racism and human rights figures.</li> </ul>
3. Strengthen digital skills of both staff and pupils with a focus on coding.	<ul style="list-style-type: none"> <li>• Strong online safety awareness across the school, reinforced through engaging assemblies, Police Liaison visits and Anti-Bullying Week activities.</li> <li>• Coding confidence growing rapidly as pupils successfully use JIT tools, Beebots, Robomouse, Micro:bits, and Sphero Minis; older learners complete Hour of Code challenges and create projects in Minecraft.</li> <li>• ICT skills improving significantly as most learners use Word, PowerPoint and multimedia tools effectively; older pupils create websites and presentations, boosting digital literacy, teamwork, and Welsh language use in real-world contexts.</li> <li>• Staff development progressing well as engagement with Digifest, MWEP, and specialist sessions has strengthened knowledge and planning for coding and ICT progression.</li> <li>• Learner enthusiasm evident as pupils speak confidently about coding tasks and creative projects, showing enjoyment and pride in their achievements.</li> </ul>
4. Improve reading proficiency by raising the profile of reading Welsh books	<ul style="list-style-type: none"> <li>• All Wales Reading Test completed for Years 2–6 in both languages; progress tracked and more able learners challenged with advanced texts.</li> <li>• Daily reading embedded across Foundation learning and KS2 through stories, group reading, independent reading, and class novels.</li> <li>• Reading areas established in all classrooms; older learners increasingly read for pleasure and discuss books with peers.</li> <li>• Library development underway with funding allocated for new Welsh books; author visits and library trips promote engagement.</li> <li>• Structured reading groups and interventions improving fluency and confidence; national test data shows good progress for most pupils, including ALN learners.</li> <li>• Increased enthusiasm for Welsh reading through inspiring activities, book reviews, and contributions from Friends of the School.</li> </ul>

<b>School Development Priorities 2025 – 2026</b>		<b>Activities which run across the three terms include:</b> Monitoring, evaluating and updating 2025-2026 Impact Assessments.		
<b>Priorities</b>	<b>Outline of activities to be undertaken</b>	<b>Autumn Term Milestones</b>	<b>Spring Term Milestones</b>	<b>Summer Term Milestones</b>
To improve and enhance opportunities for pupils to develop their speaking and	Auditing current speaking and listening practices across all AoLEs, followed by staff training using the <i>Ein Llais Ni</i> resource. AoLE leads will collaborate to map opportunities for oracy	An audit of all areas of learning will be completed. Training sessions and curriculum mapping will be delivered and finalised by the end of the	Many pupils will have had opportunities to rehearse presentations in pairs or small groups, and the majority will have	Through Listening to Learners, many pupils will demonstrate progress along their learning continuum, with most

<p>listening skills across the curriculum.</p>	<p>within the curriculum, ensuring strategies are progressive and build on prior learning. Professional development, the school will establish a clear vision for oracy and identify key areas for a whole-school approach, compiling strategies and resources from <i>Ein Llais Ni</i>. Opportunities for practice will include events such as <i>Wythnos Siarad</i>, open afternoons, class competitions, pupil-led assemblies and workshops with a Welsh poet. Monitoring and evaluation will involve teacher feedback, pupil questionnaires, and assessment analysis. Professional learning will be supported through informal peer observations to share and refine best practices.</p>	<p>Autumn term, while the vision for YDT will be agreed upon by the end of November 2025 alongside key areas of focus. A designated termly 'Wythnos Siarad / Speaking Week' will be scheduled, and each class will select a theme linked to AoLEs for their presentations. Baseline data will be gathered through a pupil questionnaire to assess current engagement with speaking and learning activities, and observation checklist will be developed. Monitoring through learning walks will ensure pupils experience teaching that promotes oracy skills, encourages discussion, and maintains consistency in the use of Welsh / English language across the school.</p>	<p>participated in school assemblies. The first pupil questionnaire will be completed by February half term 2026. Monitoring through learning walks and wall trawls, alongside teacher observations, will focus on pupil participation and willingness to speak, with most pupils meeting the checklist criteria.</p>	<p>presenting to another class and participating in assemblies for an audience. Learning walks and teacher observations will focus on participation and willingness to speak, where many pupils meet the checklist criteria. Feedback from pupils indicate increased engagement following the emphasis on Speaking and Listening, and most staff report positively on the effectiveness of the implemented strategies.</p>
<p>Strengthening Community Links through Careers and Work-related Experiences (CWRE).</p>	<p>A comprehensive CWRE strategy will include compiling a list of partnerships with local employers, FE providers, and parent representatives, and developing a YDT Partnership Framework outlining mutual benefits for employers and pupils. CWRE learning outcomes will be mapped to AoLEs within the Curriculum for Wales, linking classroom learning to real-world professions while enhancing teacher confidence through tailored CPD on CWRE pedagogy, sharing best practice, and professional learning opportunities. Pupil awareness of the world of work will be raised through guest speakers, themed weeks, workplace visits, enterprise challenges, and promotion of diverse career pathways. Enterprise skills and financial awareness will be strengthened via a whole-school Enterprise Week, class-based mini-enterprises, and age-appropriate lessons on budgeting and saving, complemented by initiatives such as coffee mornings linked to <i>Siarter Iaith / Cymraeg Campus</i>.</p>	<p>By the end of the Autumn term, at least five local businesses will be engaged with the school, and older pupils will have developed and shared a CWRE framework across the school and with partners. Planning documents will show CWRE explicitly referenced in all classes, supported by individual research on effective integration strategies. Many pupils will participate in at least one work-related event per term. Monitoring through questionnaires and Listening to Learners will evidence that a majority of pupils understand profit, budgeting, and planning through pupil-led enterprise activities.</p>	<p>Learning walks and wall trawls show that a majority of pupils demonstrate an understanding of a range of careers and work-related skills. Feedback from pupil and staff evaluations indicates increased enthusiasm and aspiration, while Listening to Learners highlights greater confidence in applying enterprise skills.</p>	<p>Monitoring through Listening to Learners shows that many pupils understand a range of careers and work-related skills. Portfolio evidence highlights an increased focus on CWRE across AoLEs in all classes, while wall trawls and pupil questionnaires indicate that many pupils demonstrate knowledge of profit, budgeting, and planning through pupil-led enterprises. Additionally, parental and community engagement in events has increased.</p>

<p>Developing reasoning and problem-solving in mathematics and numeracy.</p>	<p>Targeted professional learning will be delivered to all staff to strengthen reasoning and problem-solving strategies in numeracy. A consistent whole-school approach will be developed, incorporating 'Think Aloud' strategies, structured peer discussion, and embedding regular problem-solving tasks and open-ended investigations into weekly planning. Pupils will be supported to transfer and apply mathematical reasoning across the curriculum through cross-curricular numeracy tasks in Science &amp; Technology, Humanities, and Expressive Arts. Assessment practices will be aligned to promote progression in reasoning and problem-solving, while parental engagement will be enhanced through guidance materials, examples of strategies, and digital resources to support learning at home.</p>	<p>By the end of the Autumn term, targeted professional learning has been completed. Book look evidence shows most teachers consistently plan and deliver reasoning and problem-solving activities. Assessments are used to identify gaps in reasoning and inform planning, with teachers adjusting their approaches accordingly. Guidance materials have been created for parents to support reasoning and problem-solving at home.</p>	<p>Book looks show progressive development of reasoning skills for the majority of pupils, while lesson monitoring indicates increased engagement and greater use of mathematical language. Listening to Learners alongside book looks confirms that the majority of pupils can assess their reasoning more independently and effectively. Additionally, parent feedback following workshops has been positive.</p>	<p>Listening to Learners indicates that many pupils show greater confidence and enjoyment in maths. Moderation through book looks evidences progression in reasoning, while pupil feedback reflects the positive impact of home support for reasoning and problem-solving. Evaluation and refinement of strategies are planned for the next academic year.</p>
<p><b>Support and Guidance</b></p>	<p>Local Authority (Powys) Professional Learning Programme / School Improvement Advisor (SIA) AoLE network meetings / collaboration with cluster schools / INSET</p>			

Full SDP available from the school

'Pawb o bwys yn ein hysgol ni – Ysgol Dyffryn Trannon, Calon Ein Bro'  
'Everyone matters in our school – Ysgol Dyffryn Trannon, Heart of our Community'