

YSGOL DYFFRYN TRANNON

SCHOOL DEVELOPMENT PLAN: SUMMARY 2026-2027

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.

School Self-Evaluation: Summary

The Strengths of Ysgol Dyffryn Trannon

- ❖ Children enjoy coming to school and feel happy in the school community.
- ❖ The school's vision has been created together and is understood by pupils, staff and parents.
- ❖ Pupils approach learning with interest and enthusiasm.
- ❖ Positive working relationships between pupils, parents and staff.
- ❖ A range of enriching experiences, including trips and visits, enhances pupils' learning.
- ❖ Whole-school activities such as Well-being Days and Siarter Iaith activities contribute positively to school life.
- ❖ Continued focus on strengthening ALN provision and practice.
- ❖ Pupils demonstrate positive behaviour and have a strong sense of wellbeing.
- ❖ Nearly all learners feel safe, supported and cared for at school.

The Areas for Development

- To strengthen learner progression through effective teaching, metacognition and collaboration.
- To deepen mathematical understanding through mental strategies, concepts and reasoning.
- To embed *Ein Llais Ni* strategies across the curriculum to develop pupils' communication, reasoning and discussion skills.

School Development Plan Evaluation 2025 – 2026

Priority	Evaluation of Progress
1. To improve and enhance opportunities for pupils to develop their speaking and listening skills across the curriculum.	▪ Pupils are increasingly confident in expressing their ideas and taking part in discussions across the curriculum. ▪ Staff have provided more opportunities for purposeful talk, helping pupils to develop their speaking and listening skills. ▪ There is clear progression in oracy skills across the school, with older pupils able to explain and justify their thinking in greater depth. ▪ Strategies such as <i>Ein Llais Ni</i>, <i>Cynllun Clonc</i> and <i>Ffa la la</i> have supported pupils' confidence and use of spoken Welsh.

	Learning walks, book scrutiny and pupil voice activities show that oracy is becoming more embedded in everyday classroom practice.
2. Strengthening Community Links through Careers and Work-related Experiences (CWRE).	- Pupils have benefited from a wide range of meaningful career and work-related experiences, helping them make stronger links between learning and the world of work. - Community partnerships have grown significantly, with parents, local businesses and professionals enriching pupils' learning through visits, workshops and practical activities. - Pupils are more confident in discussing different careers, asking questions and reflecting on their own aspirations and interests. - Authentic experiences have supported the development of key skills, including communication, teamwork, problem-solving etc. - Staff are increasingly confident in planning purposeful CWRE opportunities across the curriculum, although opportunities to develop entrepreneurial skills further remain a next step.
3. Developing reasoning and problem-solving in mathematics and numeracy.	- Pupils are becoming more confident in explaining their mathematical thinking and discussing how they reached their answers, particularly in Years 5 and 6. - Regular reasoning and problem-solving activities have helped pupils apply their numeracy skills in a range of contexts, with clear progression evident across the school. - Practical approaches and differentiated challenges have improved pupils' engagement, confidence and independence in mathematics - Professional learning has strengthened staff confidence and led to more consistent opportunities for pupils to develop reasoning skills - Further work is needed to deepen mathematical understanding for all pupils and to ensure greater consistency in independent problem-solving opportunities across the school.

School Development Priorities 2026 – 2027		Activities which run across the three terms include: Monitoring, evaluating and updating 2026-2027 Impact Assessments.		
Priorities	Outline of activities to be undertaken	Autumn Term Milestones	Spring Term Milestones	Summer Term Milestones
To strengthen learner progression through effective teaching, metacognitive approaches and collaborative professional learning.	Develop metacognitive approaches, strengthen teaching practice, increase professional collaboration and use Professional Standards to support improvement.	Staff trained in metacognition and effective teaching approaches. Baseline evidence gathered through learner and staff voice. Collaborative working established.	Agreed strategies implemented consistently. Staff share effective practice and can identify improvements to teaching through collaboration and professional learning.	Metacognitive approaches embedded across the school. Pupils demonstrate greater independence and understanding of how they learn. Staff can evidence the impact of professional learning on pupil outcomes.

Deepen pupils' mathematical understanding through progressive mental strategies, conceptual understanding and mathematical reasoning.	Develop mental maths strategies, reasoning, mathematical vocabulary and metacognitive approaches across the school.	Whole-school progression for mental strategies agreed. Thinking stems and reasoning sentence stems introduced. Baseline evidence gathered through book looks and pupil voice.	Pupils increasingly explain their choice of strategy and use mathematical vocabulary to justify their thinking. Opportunities for reasoning are evident across classes.	Pupils confidently select and adapt strategies, explain their reasoning and demonstrate greater independence in planning, monitoring and evaluating their mathematical approaches.
To embed <i>Ein Llais Ni</i> strategies across the curriculum to develop pupils' ability to articulate ideas clearly, explain and justify their thinking, and engage in purposeful discussion.	Embed <i>Ein Llais Ni</i> strategies, develop pupils' speaking and listening skills, strengthen use of vocabulary and increase opportunities for discussion across the curriculum.	Agreed oracy strategies, vocabulary prompts and discussion structures established. Baseline evidence gathered through learning walks and pupil voice.	Pupils increasingly explain and justify their ideas, use appropriate vocabulary and participate confidently in structured discussions.	Oracy approaches are embedded across the school. Pupils confidently communicate, discuss and build on the ideas of others with increasing independence.
Support and Guidance	Local Authority (Powys) Professional Learning Programme / School Improvement Advisor (SIA) AoLE network meetings / collaboration with cluster schools / INSET			

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’