

School Development Plan Executive Summary 2025- 2026



We celebrate ...

- A curriculum which promotes a broad range of knowledge, skills and experiences with a clear understanding of why these matter.
- Extensive support for our ALN pupils enabling all learners to progress along their own learning pathway to achieve their full potential through our universal provision and targeted intervention. Cilâ is a highly inclusive school.
- A whole school approach to emotional and mental wellbeing; the development of strategies to promote resilience in the school community.
- There are strong systems in place which ensure safeguarding of our pupils is paramount. All parents believe their children are safe at school.
- Strong pupil voice.
- Distributed leadership which impacts positively at all levels within the school which has established leadership opportunities for all staff.
- Self-evaluation which is honest, robust and based on first hand evidence and all members of the school community play an active role in evaluating all areas of school life.
- Excellent attendance 2024/2025 at 95.2% the highest in the Local Authority
- A whole school positive ethos built on shared vision and values.
- Highly effective partnerships with parents and specialist agencies which has a positive impact on learning and progression.
- Creative teaching that develops lifelong learning skills.
- Our enchanting outdoor learning environment including our award-winning school garden.

An overview of the conclusions or findings of the school's self-evaluation

Teaching and Learning:

The new curriculum has been embraced by all members of staff and planning reflects this well – EPIC planning is undertaken by all classes to ensure that learning is pupil-led. Termly meetings are undertaken to monitor the progress and development (academically and emotionally) of all pupils in the class. These sessions provide opportunity for concerns to be flagged and ways forward designed. 90% of pupils are making expected or more than expected progress in LLC and MD. Underattainers and ALN pupils are identified early, and plans are put in place to help and support them in their development – as a result of this, ALN pupils make good or better progress and enjoy extra support through targeted intervention. Consolidation of the pupils understanding and use of punctuation in their written work across all AoLEs is evident. Recent Learning Walks and Book Look monitoring provides clear evidence that punctuation is being effectively taught across classes using Alan Peat's Super Sentences, in line with the agreed sentence progression however we need to continue to strengthen super sentence work to further improve the quality of pupils' writing. In Numeracy our next steps are to strengthen pupils's problem solving skills to successfully apply mathematics skills across the curriculum in relevant purposeful ways. Speech and language link is used effectively to assess reception pupils (and other identified pupils if required) to identify pupils that need greater input. Standards of teaching across the school are good or better in each class. Pupil behaviour and relationships between staff and pupils are excellent. We are always looking to improve aspects of our teaching and staff training is current and relevant. Our curriculum is well balanced and provides plenty of opportunities to develop literacy and numeracy skills across the curriculum. AOLE monitoring and evaluation activities for Welsh highlights the need for ongoing development of pupils Welsh speaking skills. Our outdoor provision is a strength and provides further opportunities for teaching and learning. Our school garden currently holds first place in Wales in Bloom. The school works hard to encourage pupils to be considerate and responsible citizens of the world by making sure that they are Eco-conscious (having achieved and been re-awarded the Platinum award) and aware of the UNCRC. We have excellent communication with parents, on what pupils will be learning. An updated topic cycle has been developed and theme weeks introduced, linked to rich task activities. The new curriculum has been successfully implemented and carefully planned learning opportunities have been mapped across the school. Our school mascot, Rio, has been utilised as a vehicle to raise pupil awareness of the CFW 4 Purposes.

Wellbeing, care, support and guidance: Annual Attendance is very good 2024/25 95.2%. The highest attendance in the local authority.

Strategies for improving attendance are clearly working well. Pupil behaviour, particularly in lessons, is excellent and pupils demonstrate high levels of respect for staff and each other. We offer a wide range of opportunities to develop both mental and physical wellbeing. We offer the pupils a range of opportunities to take on leadership roles in the school through a number of pupil committees. Positive Mental Health is promoted through Growth mindset ethos and PSE activities however although the sessions with the behaviour support teacher and CAHMS outreach have been successful, we have identified the need to build on and embed pupil independence and resilience. 100% of pupils that have been engaged in the sessions with the Behaviour support teacher have said that they enjoy them and they have found them beneficial. Positive working relationships between staff and pupils ensure that they are able to discuss any concerns or worries that may arise. Staff are excellent role models for demonstrating good mental health. We have targeted support and catch up provision in place for our pupils in all year groups across the school. We have appropriate adult support for pupils in our classes. Our ALNco has also identified the need to support pupils with social communication needs in preparation for transition to secondary school. Extra-curricular provision is effective, based on numbers of pupils attending. Our pupils' knowledge of and participation in charity events and community support etc. is extensive. Safeguarding arrangements are robust and all training is up to date. Our positive school ethos allows care, support and guidance to flourish. Our provision for ALN is excellent and pupils are well supported, in accordance with their needs. Cilâ is a highly inclusive school. We have effective liaison with external agencies. Pupils take an active role in their learning and enjoy positions of responsibility throughout the school.

Leading and Improving:

Distributed leadership is impacting positively at all levels within the school as it is establishing the leadership opportunities for all staff. We will further develop all staff as leaders within their roles this year. CPD is strong for all staff, including non-teaching, which again is impacting positively upon standards and staff are confident to lead in specific areas across the school. The Governing Body plays an active role within the school and is involved in all areas of school life. Self-evaluation is honest, robust and based on first hand evidence and all members of the school community play an active role in evaluating all areas of school life. The school has been successful in applying for grants to supplement the delegated budget. A whole school approach towards monitoring teaching and learning, progression, book looks and learning walks ensure that all staff are aware of standards both within their phase and across the whole school. We have supported other schools in their development and seek support ourselves when necessary. We have also established links with teacher training institutions. We have responded quickly to national, and local, priorities and are using them to raise standards and move the school forward. We are very well resourced in all curriculum areas and the standard of accommodation is improving year on year.

We need to work on ...

- Strengthen super sentence work to improve the quality of pupils' writing.
- Strengthen pupils' problem-solving skills to successfully apply mathematics skills across the curriculum in relevant, purposeful ways.
- Ongoing development of pupils' Welsh speaking skills
- Build further independence and resilience through using the ready, respect and safe approach.
- Continue to monitor the school's presentation policy to ensure consistency across the school especially with staff movement from one age to another.
- Build on our AOLE monitoring to ensure reports are evaluative which leads to secure school improvement.
- Further develop staff as leaders within their roles.
- Collaborate with cluster schools in the Swansea Bay partnership to develop a shared understanding of progression and purposeful assessment procedures that secure pupil progression and achievement. within and between Primary and Secondary phases.

Last year we achieved ...

As a result of daily counting sessions of up to 10 minutes consistently used across all classes remembered facts have improved. Developing pupils' problem-solving skills has been enhanced using Rich Tasks, designed to connect mathematical skills with real-life contexts, and the introduction of RUCSAC, a method to provide pupils with a scaffold to approach and solve word problems and open-ended reasoning tasks. Staff received professional development through ADDs sessions on Daily Counting, Rich Tasks, and problem-solving strategies. Additionally, Swansea University facilitated workshops for parents to support numeracy at home, and a comprehensive audit of maths resources resulted in the purchase of supportive materials to help secure and deepen pupils' knowledge and understanding of concepts when moving from the concrete to abstract. Monitoring has shown a marked improvement in pupil engagement and confidence. Daily Counting sessions are a valued part of the school routine, with pupil enjoyment rising from 54% to 81% and confidence in remembered facts increasing from 34% to 88% between April and November 2024. The implementation of Rich Tasks has allowed pupils to apply mathematical skills across a wide range of subjects. Initial results from a March 2025 questionnaire on problem solving indicated that 52% of pupils felt confident with independent problem-solving, and 41% reported enjoying it most of the time. Pupils have also shown growing familiarity with the RUCSAC method in giving them a framework for tackling word problems. The focus will now shift to further embedding these initiatives and to assess the continued use of RUCSAC in problem-solving lessons. The AoLE maths lead is collaborating with cluster colleagues on team teaching, particularly looking at cross-curricular numeracy as well as PL around the effective use of manipulatives.

Self-evaluation activities provides clear evidence that punctuation is being effectively taught across classes using Alan Peat's Super Sentences, in line with the agreed sentence progression developed by the LLC leader. Super Sentence booklets and pupil workbooks are being used consistently across the school and are supporting pupils with a personal resource to use when writing. Additionally, the school has adopted a new handwriting scheme, Letterjoin, which includes strategies for enhancing punctuation skills. The impact of the scheme will be monitored for effectiveness.

Staff have received training on an online progressive music curriculum, Sparkyard by Out of the Ark. This has supported non-specialist staff well by upskilling them, providing practical resources and the confidence to teach specific subject skills. Consequently, staff confidently deliver structured and engaging music lessons and the scheme's flexible planning includes outdoor learning, cross-curricular links, and assessment opportunities. Pupils have developed instrumental skills and musical literacy, with some reaching up to a Grade 1 standard in ukulele. A full audit of existing music instruments and resources is needed to identify gaps and inform future investments. The school's next steps are to review class themes and include the progressive music scheme more authentically into the curriculum.

We have made positive progress of Welsh oracy, extending its incidental use outside of lessons. The weekly Gwasanaeth Cymraeg have been delivered by the school's Criw Cymraeg, with special celebrations taking place on St Dwywnwen's Day, St David's Day, and during the whole-school Eisteddfod. These services support the delivery of the patrwm yr wythnos across the school. Slot Drillio is well embedded and consistently taught in all classes. The Athrawes Bro has delivered exemplar Tric a Chlic lessons to both teaching assistants and teachers across all year groups. As a result, many TAs are confident enough to deliver Tric a Chlic during guided reading sessions. Additionally, the Athrawes Bro has supported the Welsh leader to develop a whole school scheme of work for reading. Following attendance at a recent headteacher conference, two senior leaders have been inspired by the opportunities to share good practice and learn from others to further develop Welsh oracy in Cila.

Our ALNCo leads a cluster project to support pupils in years 5 and 6 who display anxiety in social situations and require help with social communication in preparation for transition to secondary school. To date identified pupils have met with pupils from cluster schools and there is a planned programme of meetings (one at each school) through the year for these children to get to know each other and build relationships before transition. The Secondary ALNCo and head of year also attends the sessions and have reciprocated visits to the comprehensive for these pupils. This practice is worthy of sharing. Billy's Bunker is being increasingly utilised to support learners requiring regulation time at various points throughout the day, with pupils benefiting from access to multisensory tools and a calm, supportive environment.

AoLE leads developed action plans with key priorities some of which are aligned with the SIP to ensure continued development in the subjects. AoLE teams were responsible for driving their AoLE across the school including arranging professional learning, sharing academic reading/research and quality assurance exercises to evaluate progress. AoLE leads have been supported with self-evaluation ensuring monitoring activities are purposeful, timely and evaluations use the 'how many, do what, how well' method to accurately identify progress against priorities. As a result of effective collaborative cluster work on progression, Welsh Government invited us to participate in trialling a pilot project on 'Using Comparative Judgements to Support a Shared Understanding of Progression'. This has developed professional dialogue and supported our work on progression. Nearly all cluster AoLEs have developed Progression Maps and Grids that form the basis of curriculum planning within school. Cluster Maths leads have focused on pedagogy to best develop the application of number, through the 'Plan Together, Deliver Together' approach. These involved colleagues utilising each other's expertise as they planned and delivered team teaching sessions in both schools. This is further developing and strengthening professional networks as colleagues share methodologies. Secondary colleagues are reporting having a greater appreciation of where a child's learning journey starts, where they are on transition and thereby adopting their curriculum starting points which is avoiding duplication and maintain learner engagement. The LLC cluster leads are refining the 4 schemata (Identity, Appreciation, Imagination and Expression) already mapped. They have noted the need to add morphology, syntax and lexis (vocabulary) to the Identity schemata. This work is giving us an in-depth knowledge of a subject and a greater understanding of how we can upskill pupils to become increasingly more sophisticated in their learning.

This year we aim to ...

- Strengthen super sentence work to improve the quality of pupils' writing.
- Strengthen pupils' problem-solving skills to successfully apply mathematics skills across the curriculum in relevant, purposeful ways.
- Ongoing development of pupils' Welsh speaking skills
- Audit of existing music instruments and resources to identify gaps and inform future investments and to review class themes and include the progressive music scheme more authentically into the curriculum.
- Build further independence and resilience through using the ready, respect and safe approach.
- Continue to monitor the school's presentation policy to ensure consistency across the school especially with staff movement from one age to another.
- Build on our AOLE monitoring to ensure reports are evaluative which leads to secure school improvement.
- Further develop staff as leaders within their roles.
- Collaborate with cluster schools in the Swansea Bay partnership to develop a shared understanding of progression and purposeful assessment procedures that secure pupil progression and achievement. within and between Primary and Secondary phases.



This is how we'll achieve our aims and who will help us ...

- LA school Improvement Adviser/Partneriaeth Adviser signposting good practice, in particular resources and effective training.
- Use the Professional learning offered by Partneriaeth that supports our targets for development.
- LA Numeracy and Literacy Adviser for training and support.
- Support from external agencies: CAMHS, Early help Hub etc.
- Provide opportunities for the LLC and MN leads to work with specialists and share practice with other schools
- Whole-school Leads will meet once every half term to develop the Swansea Bay Partnership approach to progression/assessment Meetings between AoLE Progression Leads will be facilitated to develop cohesion of the Swansea Bay Partnership schools' curricula. Domains of knowledge relevant to our context as a cluster will be selected, and thread maps across all Progression Steps for these chosen domains will be produced. The outcomes of these meetings will be embedded into our schools' curricula, so that progression between phases is planned for and central to curriculum design choices moving forward.
- Working with outside agencies and other schools.
- Work with our athrawes bro to support staff training. Work with parents/carers to share pupil expectations in Welsh and current curriculum practice and support them with information booklets to use at home.
- Use ELRS to create resources to support the development of Welsh oracy.
- Professional development for all staff
- Culture of trust and collaboration.