

Brackla Primary School



School Development Plan Published Summary 2025-2026

The School Development Plan (SDP)

Our SDP outlines the key priorities we are focusing on to improve outcomes for all pupils and strengthen our school community. It is a strategic, working document that guides our work throughout the year and will be amended as needed to reflect progress and emerging needs.

This plan provides a brief outline of our priorities for the year and termly summaries of progress will be shared with families and other stakeholders. These updates will highlight what has been achieved, what is ongoing, and any changes to the plan.



School Self Evaluation Summary

Strengths

Learning:

- Most pupils, including ALN and disadvantaged learners, make good progress from their starting points.
- Systematic tracking tools (e.g. Wellcomm, national tests) are used effectively.
- Literacy, numeracy, and digital skills are well developed across the curriculum.
- BOOST enrichment programme supports the Four Purposes and is a school strength.
- Structured approaches (e.g. Helpwr Heddiw) support Welsh development.

Wellbeing and attitudes to learning:

- Behaviour is exemplary across all settings.
- Nearly all pupils show high levels of wellbeing and trust in adults.
- Pupils show positive attitudes, engage enthusiastically, and collaborate well.
- BOOST enrichment programme has a strong positive impact.
- Pupil voice is strong through initiatives like My Time and Topictastic and they actively contribute to school improvement and decision making.
- Pupils make healthy choices and engage in physical activity.
- Outdoor learning promotes wellbeing effectively and is a strength of the school.

Teaching and Learning experiences:

- Staff build positive, respectful relationships that foster a supportive and engaging learning environment.
- High expectations are set for all pupils, with effective support for ALN and emotionally vulnerable learners.
- The curriculum is broad, balanced, and progressively designed in collaboration with local schools.
- Teachers demonstrate strong subject knowledge, set high expectations, and use clear, structured learning objectives.
- Support staff are effectively deployed and contribute significantly to pupil engagement and progress.
- Innovative learning spaces, including breakout areas, promote independence, collaboration, and pupil-led enquiry.
- Robust assessment practices ensure teaching is responsive and supports continuous improvement.

Care, support and guidance:

- The school is a caring and cohesive community where relationships between staff and pupils are a notable strength.
- Provision for pupils with ALN is excellent.
- Pupils know who to turn to for support and feel safe online.
- Attendance has improved year on year, with targeted support for eFSM and ALN pupils.
- Thrive, Barod, and Starburst nurture provisions support emotional needs extremely well..
- Transition programmes (Helping Hands, Dyfodol) build confidence for secondary school.
- Robust safeguarding policies and procedures are in place.

- Staff are well trained and confident in safeguarding protocols.

Leadership and management:

- Leaders have established a clear, inclusive vision aligned with the Curriculum for Wales, supported by staff, pupils, and governors.
- A strong culture of wellbeing and high expectations is evident across the school, underpinned by positive relationships and a shared ethos.
- Leadership is effectively distributed, with staff at all levels contributing to strategic priorities and continuous improvement.
- Governors play an active role, providing support and challenge through monitoring, meetings, and strategic planning.
- Professional learning is purposeful and impactful, linked to self-evaluation and delivered through internal expertise and external partnerships.
- Robust self-evaluation and improvement planning guide progress, with clear milestones and pupil friendly development plans.
- Resources and community partnerships are used creatively, supporting equity, wellbeing, and enriched learning experiences.

Areas for development:

1. Refining the Concrete Pictorial Abstract (CPA) approach to ensure consistent, progressive maths teaching. Strengthening assessment systems to track understanding and attainment.
2. Implement a consistent whole school tracking system to monitor pupil progress and inform teaching.
3. Improve the writing journey across the school by enhancing scaffolding, learning environments, and genre specific planning.

Priority 1: Learning and Teaching: To refine the Concrete Pictorial Abstract (CPA) approach and strengthen assessment systems in Mathematics and Numeracy, ensuring progressive teaching and effective tracking of pupil understanding and attainment across all year groups.

Why this matters

- Monitoring shows variation in CPA implementation; national data highlights procedural weaknesses.
- With new staff joining, this is a prime opportunity to embed shared expectations and enhance professional development.

Priorities

What does this mean?

Staff Development

- Shared expectations for CPA approach documented and embedded.
- Regular collaborative planning and access to the Maths Mastery Curriculum resources.
- Professional support and training for all staff, including support staff.

Curriculum Delivery

- Increased maths provision on Friday mornings tailored to cohort needs.

	<ul style="list-style-type: none"> Consistent use of key vocabulary and sentence stems in lessons
Monitoring & Evaluation	<ul style="list-style-type: none"> Regular reviews of planning, teaching, and pupil outcomes. Feedback used to refine practice and inform future priorities.
Assessment Improvements	<ul style="list-style-type: none"> Baseline assessments for Nursery/Reception aligned with cluster plans. Whole school tracking system implemented and used to inform planning. Staff trained and confident in using assessment data effectively.
Expected Impact by July 2026	<ul style="list-style-type: none"> Improved consistency and confidence in CPA use across all staff. Stronger pupil understanding and engagement in maths. Effective use of assessment data to support individual learning needs. Increased family involvement in maths education.

Priority 2: Learning and teaching: To implement a consistent and robust whole school assessment tracking system that supports pupil progress, informs teaching, and aligns with the Curriculum for Wales.

Why this matters

- A unified system will help staff track progress, identify learning needs, and tailor teaching more effectively.
- Estyn's recommendation (Jan 2024) highlighted the need for more consistent and impactful feedback.

Priorities	What does this mean?
Assessment System Development	<ul style="list-style-type: none"> Staff consultation and agreement on data to be tracked. Trial and selection of a suitable tracking system. Staff training and rollout with ongoing support. Monitoring and evaluation to refine the system
Build on good practice in feedback	<ul style="list-style-type: none"> Share best practice and update marking policy. Ensure consistency in approach to Feedback Friday across all classes. Provide mentoring and professional development for new staff. Monitor feedback quality through learning walks and pupil voice.
Cluster Transition Work	<ul style="list-style-type: none"> Design and implement learner profiles with cluster schools. Train staff and gather feedback to refine the process. Share profiles with Brynteg and ensure continuity into Year 7
Expected Impact by July 2026	<ul style="list-style-type: none"> Staff consistently use the tracking system to inform planning and interventions.

	<ul style="list-style-type: none"> • Pupils demonstrate improved understanding and progress through targeted support. • Feedback practices are embedded and effective across all classrooms. • Year 6 pupils transition confidently with personalised learner profiles
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Priority 3: Curriculum: Strengthen universal provision with a specific focus on enhancing the writing process and outcomes for all pupils.

Why this matters

- Staff need greater understanding of emergent writing and what makes a high quality writing journey.
- A consistent approach will support early writing development and improve outcomes for all pupils.
- With new staff joining, this is a key opportunity to embed shared expectations and best practice.

Priorities	What does this mean?
Learning Environment Enhancements	<ul style="list-style-type: none"> • Staff training on early writing stages. • Use of high-quality scaffolds (e.g. sentence starters, word mats). • Language-rich classrooms with genre-specific prompts and pupil work displays.
Writing Journey Development	<ul style="list-style-type: none"> • Revise the whole school mapping of writing genres. • Genre-specific checklists for each progression step. • Shared expectations and examples of effective writing journeys. • Sequenced activities leading to independent writing pieces.
Monitoring & Evaluation	<ul style="list-style-type: none"> • Learning walks, work scrutiny, and pupil voice used to assess impact. • Staff collaboration and reflection embedded in planning cycles. • Adjustments made based on feedback and pupil outcomes.
Expected Impact by July 2026	<ul style="list-style-type: none"> • Pupils show increased independence, creativity, and technical accuracy in writing. • Classrooms consistently reflect the school's writing expectations. • Staff confidently deliver sequenced writing journeys across genres. • Monitoring confirms improved consistency and quality in writing provision.