

Ysgol Gynradd Radnor – Radnor Primary School

Together we can do our best!



School Development Plan – Easy Read 2025 to 2026

Be Ready

Be Respectful

Be Reliable

Be Responsible/Safe

Healthy

Respectful

Inclusive

Resilient

Kind

Eco-
friendly

School Development Priorities for 2025-2026

Main Development Areas

1. To further improve the standards of all pupils in reading, writing and spoken Welsh.

- Reading – To further develop the new approach to the teaching of Early Reading and Phonics to improve standards and progression.
To improve the consistency and challenge in guided group reading in KS2 to further improve standards and progression.
- Writing – To ensure sufficient challenging opportunities for pupils to write at length across the curriculum.
- Welsh – To further improve current standards of Welsh Oracy across the school.

2. To further develop the key principles within the enabling learning section of Curriculum for Wales (enabling adults, engaging experiences and effective environments) to ensure there is holistic and meaningful learning for all learners.

3. To further refine and develop a whole school approach to assessment and progression which informs teaching and promotes high standards of learning.

- To improve the consistency and quality of teachers' feedback
- To refine and embed Assessment for learning/Assessment in learning strategies in teaching and learning.
- To refine tracking of progression to support pupil progress through effective use of data capture.

4. To fully engage with the Cardiff approach to school improvement and endeavour to include the following values:

Trust: Foster an open, transparent culture where schools share strategies, data, and successes, supporting each other in achieving common goals.

Inclusivity: Ensure all initiatives are designed to be accessible to all students, especially those facing barriers to attendance, engagement, or participation.

Equity: Address the needs of underrepresented groups and remove obstacles, ensuring every student has equal opportunities to thrive academically, socially, and emotionally.

Subsidiary Development Areas

Music (EW) - To increase opportunities for learners to explore, respond and create in music through a coaching model to support professional learning.

Outdoor Learning (CHIG and Active Learning Framework Pilot Project) - To increase outdoor learning opportunities, ensuring activities are aligned with the curriculum and promote inclusivity.

Froebel (experiential and independent learning) – To develop the importance of play, learning through nature, practical hands-on learning and nurturing a child's connection to their community for children in R-Y2.

DCF (AO) – To improve the tracking of progression across the digital competency framework

Priority 1: To further improve the standards of all pupils in reading, writing and spoken Welsh.							
Priority leader:	Michelle Swindell (Early Reading & Phonics) Sarah Pritchard (Writing & KS2 GGR) Peter Roderick (Welsh)	Team members:	Peter Roderick & Kane Morgan (Welsh) Katie Wainwright (Curriculum) Michelle Swindell (Early Reading and Phonics)	Governing Body link:	Challenge Committee members TBC		
Success Criteria: <ul style="list-style-type: none"> The teaching of early reading and phonics remains consistent and in line with the progress made in 2024-2025. Quality first teaching and purposeful and effective use of new resources, standards continue to improve. The teaching and learning opportunities of guided group reading is consistent across KS2, provides challenge for all learners and ensures standards are high and pupils make at least good progress in reading. Standards of writing across the school continue to improve and show high aspirations and challenge. There is a clear transference of skills when writing across the curriculum and the standard of writing in literacy and curriculum books is comparable. The profile of Welsh continues to be raised and incidental Welsh is evident across the school. The standards of pupils' Welsh oracy are improved through effective implementation of the Welsh Continuum and effective tracking systems. 							
Early Reading and Phonics		Guided Group Reading (KS2) Standards and Progression		Writing – Sufficient challenging Opportunities to write at length (RSW and Across the Curriculum)			
<ul style="list-style-type: none"> To continue to embed/ maintain consistency of Monster Phonics. To continue to develop use of AFL within phonics lesson to monitor learner progress. To ensure that learners are reading at the appropriate level (Book band level, and decodable level) To continue to develop assessment and tracking To maintain the quality of the learning environment and culture around reading and phonics To review interventions To develop parent communication and engagement with reading 		<ul style="list-style-type: none"> To arrange training in <i>Reading Reconsidered</i>. To launch the new GGR expectations, non-negotiables & <i>Reading Reconsidered</i> training To lead delivery of example sessions to demonstrate activities as teacher & learners. To facilitate planning workshop - staff to have this time to plan for delivery of GGR sessions. To inform staff of roll-out plan. Staff to prepare for and deliver GGR sessions as per expectations & roll-out guidelines. To monitor standards of KS2 GGR sessions through carrying out session observations. To analyse available data to track standards and progress. To monitor classroom reading areas. 		<ul style="list-style-type: none"> To continue to deliver the agreed writing journey to ensure standards in writing are sustained/further improved. To establish agreed expectations for writing across the curriculum. To plan for and deliver writing opportunities across the curriculum, as per expectations, utilising Ready Steady Write pedagogy. To monitor writing across curriculum and review the comparison of standards of writing in LLC and Curriculum books. 		Welsh - Oracy <ul style="list-style-type: none"> To provide an opportunity for staff to revisit the Continuum of Sentence Patterns. To coach staff in the use of the Continuum Sentence Pattern resources provided by CSC. To further develop Welsh oracy baseline tool and distribute to staff to complete. To create a progressive document detailing expectations for Word Jails at Radnor. To create a Radnor Incidental Welsh expectations document. To monitor pupils' engagement with Duolingo To establish an active pupil voice through Criw Cymraeg To audit standards of Welsh with external partner. 	

Priority 2: To further develop the key principles within the enabling learning section of Curriculum for Wales (enabling adults, engaging experiences and effective environments) to ensure there is holistic and meaningful learning for all learners.

Priority leader:	Katie Wainwright	Team members:	Louise Williams (Headteacher)	Governing Body link:	
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Success Criteria:

- All staff are enabling learning and moving learning forward through consistent observation, questioning and appropriate intervention in learning.. Teachers deploy support staff effectively to progress learning and support assessment in learning.
- Learning experiences are highly effective in engaging pupils and provide authentic and real-life learning opportunities.
- Environments are inclusive and welcoming, promote pupil independence and utilise excellent Ordinarily Available Inclusive Provision (OAIP)

Enabling Adults	Engaging Experience	Effective Environments
<ul style="list-style-type: none"> • To provide all teachers with EEF training - Maximising the Impact of Teaching Assistants (MITA) program • To review support staff team approach in FP • To hold weekly TA team meetings • Develop further use of Trauma-Informed Practice across school, using 'Connect before correct' strategies and utilising Wellbeing Hub • To utilise TA team meetings to revisit observation and field note techniques 	<ul style="list-style-type: none"> • To access Froebel training • To utilise Wellbeing Hub to deliver Curriculum Cegin topic, involving local families and communities • To evaluate curriculum planning and experiences - Community Cegin • To hold wellbeing parent workshops in Radnor Cegin • To evaluate curriculum planning - Community Cegin - with a particular focus on teaching and learning of RVE. 	<ul style="list-style-type: none"> • To develop use of alternative seating across school • To utilise specialist teacher advice to develop bespoke work station(s) for pupils with ACEs • To create visuals and training to share Radnor approach to effective environments and share at ALN conference • To evaluate progress in developing inclusive environments with Cath Loizos and AST • To implement Froebel approach in Discovery Den • To launch Social Skills space in Wellbeing hub

Priority 3 To further refine and develop a whole school approach to assessment and progression which informs teaching and promotes high standards of learning.

- To improve the consistency and quality of teachers' feedback
- To refine and embed Assessment for learning/Assessment in learning strategies in teaching and learning.
- To refine tracking of progression to support pupil progress through effective use of data capture.

Priority leader:	Peter Roderick	Team members:	Louise Williams Katie Wainwright	Governing Body link:	
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Success Criteria:

- There is a consistent approach to feedback for the children at the school and focuses on moving learning forward and targeting the specific learning gaps shown. Teachers have developed strategies that encourage children to welcome feedback and there are opportunities for children to use the feedback given. Teachers are effective in using both verbal and written feedback which is purposeful and timed appropriately. Teachers:
 - lay the foundation for effective feedback
 - deliver appropriately timed feedback focusing on moving learning forward
 - plan for how pupils will receive and use feedback
 - carefully consider how to use purposeful and time-efficient written feedback
 - carefully consider how to use purposeful verbal feedback
 - carefully consider how to use purposeful and time-efficient written feedback
- Teachers are highly effective in gathering information about the learners, knowledge, skills and understanding to inform teaching, using a wide range of strategies.
- Data is captured to allow high quality evaluation of standards in learning and pupil progress.

Teacher's Feedback	Assessment for/in Learning	Tracking of Progression
<ul style="list-style-type: none"> ● To review marking/feedback in books ● To design a Marking & Feedback policy ● To deliver INSET for all staff ● To audit and review implementation through book look and L2L in order to inform understanding of progress made ● To create a whole staff understanding of progress made in implementing policy; agree next steps ● To monitor feedback in teaching and learning 	<ul style="list-style-type: none"> ● To revisit use of mini-plenaries/ pit stops ● To revisit use of live-marking techniques ● To revisit and review use of pupil self and peer-assessment ● Implement consistent approaches to pre-assessment techniques, with a particular focus on Maths and Literacy ● Implement consistent approach to evaluating learning 	<ul style="list-style-type: none"> ● Analyse whole school data, including vulnerable pupil data sets ● Collect summative assessment data and teacher assessments in whole school tracking system ● Hold termly pupil progress meetings to facilitate dialogue around summative and formative assessment, as well as well-being data

Priority 4: To fully engage with the Cardiff approach to school improvement and endeavour to include the following values: Trust, Inclusivity and Equity					
Priority leader:	Louise Williams	Team members:	Kane Morgan (Health and Wellbeing Katie Wainwright (ALNCo – Trauma Informed Practitioner)	Governing Body link:	
<p>Success Criteria:</p> <p>The school works effectively with the CLIP to share best practice in wellbeing provision with a focus on Zones of regulation, Trauma Informed Schools, Scerts and thrive. The school is highly effective in learning with and learning from the CLIP schools to review and improve wellbeing strategies. The school has provided professional learning for x2 identified members of staff to be thrive trained in line with a shared provision across the CLIP and cluster schools.</p> <p>The school has a clear understanding of the areas of strengths and areas to develop in the WSAEMW and support other schools in the CLIP in their own journeys as we are the school who is further along in the journey.</p> <p>The school continues to rigorously monitor attendance and fully implement the Fitzalan Primary Schools Cluster Policy and procedures to improve whole school attendance and the attendance of vulnerable learners.</p>					
To develop a shared approach of wellbeing strategies used across the CLIP schools.		To review familiarisation of WSAEMW SER to gain an understanding of area of strengths and development areas, across the CLIP		To improve attendance	
<ul style="list-style-type: none"> • To revisit ZOR with all stakeholders • To implement ZOR activities into daily blast off sessions to ensure there are up regulation and down regulation tasks. • To continue to implement trauma informed principles into developing relationships and positive behaviour. • To deliver trauma informed sessions for vulnerable pupils. • To provide thrive training for x2 identified staff. 		<p>Children</p> <ul style="list-style-type: none"> • To create a visual to communicate with parents sharing our emotional health and wellbeing support with the school community. • To analyse SHRN survey data. • To provide Substance Use Lessons including ‘Vaping’ for pupils in Year 6. • To provide opportunities for pupils to have visitors into school assemblies of different people who help us. • To provide quiet spaces with appropriate resources and equipment at playtimes. • To provide extra lessons on the effects of Bullying and Cyberbullying to pupils in current Year 4. • To establish Radnor Senedd Pupil Voice Groups <p>Staff</p> <ul style="list-style-type: none"> • To provide opportunities for staff to attend training sessions with Education Support. • To create a Radnor Staff Well-being Charter • To provide Circle of Adults supervision for staff working directly with pupils displaying distressed behaviour 		<ul style="list-style-type: none"> • To implement the cluster school attendance policy and procedures. • To monitor attendance and punctuality regularly. • To collaborate with School Attendance Officers. • To analyse attendance and punctuality patterns across the school • To identify specific key barriers impacting attendance • To develop targeted interventions to address barriers impacting attendance. • To collaborate with external partners to support families facing significant challenges. 	

