



SCHOOL DEVELOPMENT PLAN 2025-2026



THIS PLAN HAS BEEN DEVELOPED BY THE ENTIRE SCHOOL COMMUNITY - STAFF, PUPILS, PARENTS AND GOVERNORS AS WELL AS THE LA AND THE REGIONAL CONSORTIA.

Values
Aspiration
Community
Confidence
Independence
Kindness
Respect



Vision

Aspire
Believe
Achieve

Context

Goytre Fawr Primary School is in the village of Penperlleni in the county of Monmouthshire. There are currently 167 pupils aged four to eleven years at the school, including 17 pupils in Reception. The school has 7 classes. Around 5% of pupils are eligible for free school meals. This is below the local and national averages.

Nearly all pupils come from homes where English is the main language and no pupils speak Welsh as a first language. Pupils' ethnicity is mostly white British and the remainder are mainly of mixed ethnicity, with 1% having English as an Additional Language. The school identifies around 10% of pupils having Additional Learning Needs. Very few pupils are looked after and none are on the Child Protection Register.

Race Equality Statement

At Goytre Fawr Primary School we are committed to race equality, promoting positive approaches to difference and fostering respect for people of all cultural backgrounds. We are opposed to all forms of racial prejudice and discrimination. Language or behaviour that is racist or potentially damaging to any ethnic or racial group will not be tolerated and will be challenged. We at Goytre Fawr recognise that Wales and the U.K. have diverse societies made up of people from many different racial, cultural, religious and linguistic backgrounds. It is important that all pupils are prepared to live in such a diverse society.

OUR STAFF

- 6 Full time & 1 Part time teachers. Staffing is stable.
- Part Time Teaching DHT & Part Time Teaching ALNCO
- 9.6 LSAs
- STEM Lead for Cluster

OUR CLASSES

- 7 classes
- Class sizes are varied. The average class size is 24 pupils

OUR PUPILS

- 167 pupils on roll
- Aged 4 – 11
- 10% ALN
- 5% FSM
- Ethnicity is mainly White British

Forest School Practitioner Training School

USW ITE School



Cluster STEM lead

Sounds-Write Specialist Literacy Advisor

OUR LOCALITY



Overall

Ranked 1301 out of 1909 LSOAs in Wales, which places it among the 50% least deprived.



Income

Ranked 1344 out of 1909 LSOAs in Wales, which places it among the 50% least deprived.



Employment

Ranked 1115 out of 1909 LSOAs in Wales, which places it among the 50% least deprived.



Health

Ranked 1086 out of 1909 LSOAs in Wales, which places it among the 50% least deprived.



Education

Ranked 1196 out of 1909 LSOAs in Wales, which places it among the 50% least deprived.



Access to services

Ranked 337 out of 1909 LSOAs in Wales, which places it among the 10-20% most deprived.



Community Safety

Ranked 1681 out of 1909 LSOAs in Wales, which places it among the 50% least deprived.



Environment

Ranked 1236 out of 1909 LSOAs in Wales, which places it among the 50% least deprived.



Housing

Ranked 1678 out of 1909 LSOAs in Wales, which places it among the 50% least deprived.

SENIOR LEADERSHIP TEAM

Alec Mills (Headteacher, DSL, Assessment, Curriculum) Ceri Veater(Deputy Headteacher, Deputy DSL, Mathematics and Numeracy) Emma Hawkins (Upper Phase Lead, Wellbeing) Lucy Morgan (ALNCO)

STRUCTURE

LOWER PHASE

Reception

Teacher: Anna Turner

Year 1

Teacher: Molly Crombie

Year 2

Teacher: Ceri Veater

UPPER PHASE

Year 3

Teacher: Lucy Morgan

Year 4

Teacher: Emma Hawkins

Year 5

Teacher: Jonny Small

Year 6

Teachers: Matt Brown

SUPPORT STAFF

PPA HLTAs

Emma Rust-Andrews, Kate Ochom

TAs (Team Around the Child Approach)

Kayleigh Broadrick	Carrie James	Shannon Jones	Angela Kenting	Natasha Lewis	Kate Norris	Stacey Parker	Nicci Poulson	Rachel Skinner
Jackie Williams	Sam Williams							

ANCILLARY STAFF

Lizzie Griffiths (Clerk)

SELF-EVALUATION OF PROGRESS SINCE LAST INSPECTION

The school was last inspected in 2019 and was subsequently removed from the list of schools requiring review in 2020.

Areas for development

Due to the previous inspection being many years ago and the school making progress in 2020, the areas for development identified in this plan are based on the self-evaluation of the school, with the input of other stakeholders.

Estyn Recommendations	Progress
R1 Ensure that rigorous self-evaluation and monitoring is undertaken to raise standards in provision	Self-evaluation and monitoring activities have become a regular part of school life and PL sessions have been leveraged to create time and space for this.
R2 Ensure that teaching supports and challenges pupils of all abilities	Lessons were engaging and involved pupil voice, especially through the 'vehicle' approach. Most learners were supported and challenged appropriately.
R3 Raise standards in spoken Welsh	Significant work has been completed by the Welsh lead to prepare resources to support the raising of standards. These have been shared with staff and have had some impact.
R4 Improve leadership capacity of staff at all levels	This area has developed and staff contribute to the self-evaluation process of the school and suggest areas for development. Staff have secured both internal and external promotions as a result of their improved leadership.

SDP Priorities	Evaluation
To ensure all learners including vulnerable learners make good or better progress in literacy skills including oracy, reading and writing in English and Welsh so that they become confident citizens of a bilingual Wales .	• A lack of progression in literacy expectations and activities resulted in progress not being maximised. • A systematic synthetic phonics programme was in place, but had not been supported with either professional development for staff or aligned reading materials, hindering the progress of the children. • Significant work has gone into the creation of resources to support the delivery of Welsh. A clearly defined pedagogical approach will not support the delivery of this. • Many vulnerable learners do not make sufficient progress in this area.
To continue to develop all learners as ethical and informed users of technology by developing digital expertise across school, providing engaging and inspiring learning opportunities and developing digital leadership roles. Improve MD provision for all learners - ALN and MAT.	• A clear approach for using IT and teaching relevant skills is allowing our children to use IT appropriately. • Digital Leader roles are embedded and raising the profile of IT across the school. • WRM has been used as a resource to support the delivery of maths, although not used as a scheme.
Continue to ensure the wellbeing of all pupils and staff through a focused wellbeing agenda and developing a comprehensive approach to support all pupils identified as having ALN	• The PASS Survey was used to evaluate the wellbeing of the children and the results were positive. • Many pupils with ALN were supported with 1:1 staff. • A comprehensive approach to supporting pupils with ALN was not created.
To continue to grow and develop leadership capacity at all levels; staff, governors and learners as leaders; through continuous professional learning; clearly defined roles and responsibilities.	• A number of staff have successfully attained both internal and external promotions and qualifications. • A system of delegation rather than distributed leadership has driven school leadership. • AoLE leads have contributed to school self-evaluation and identified areas for development. • Governors have liaised with leaders to support school improvement. • Pupils have been empowered to lead through pupil groups and through guiding their learning in 'vehicle'.

SELF-EVALUATION OF PROGRESS AGAINST 2024-2025 PRIORITIES

SDP Priority 1	Why?	Impact	
To develop a rich, engaging and aspirational curriculum which aligns to the principles of progression, where purpose-led learning experiences within authentic and relevant contexts enable learners to become ethically informed citizens and enterprising creative contributors.	As the school begins a period of change, it is important to ensure that the curriculum is high quality, with both breadth of coverage and clear progression of skills and knowledge.	The new curriculum approach leads to high levels of motivation from the pupils. The comprehensive plan for skills and knowledge progression ensures that standards are high and pupils make the best possible progress. All Areas of Learning and Experience (AoLEs) develop meaningfully over time to allow us to clearly articulate the experiences and learning a child will have on their journey through our school.	
Links to National and Regional Priorities	2025 - 2026	2026 - 2027	2027 - 2028
National Priorities Objective 1: Learning for life Objective 2: Breaking down barriers Objective 3: A positive education experience for everyone MCC Priorities - Raise Standards and Ensure Excellence for all - Deliver Equity by Closing Gaps in Outcomes and Opportunities	- Develop and embed a new approach to literacy lessons which raises expectations and develops pupil skills in a clear and progressive manner. - Embed a new approach to teaching phonics, combining systematic synthetic phonics with spelling instruction. - Embed a new approach to maths, where the concrete, pictorial and abstract methodology is combined with small steps in learning and a mastery approach. - Revamp 'Vehicles' into 'Journeys', developing an approach which builds on previous and knowledge and skills.	- Critically review the English overview to ensure that stimuli and writing outcomes are situated to achieve the best results. - Critically review the Journeys overview to ensure that questions and contexts are meeting the needs of the children and delivering the desired results.	Evaluate the effectiveness of the improvements to curriculum provision and identify next steps.

THREE YEAR OVERVIEW OF PRIORITIES

SDP Priority 2	Why?	Impact	
To develop pedagogy to ensure high quality teaching and learning creates ambitious, capable and effective learners who make good progress from their starting points.	Pedagogy will be developed in line with research in order to ensure our children are able to make the best possible progress.	Various strategies are embedded across the school to develop a consistency which provides safety for the children and allows both them and the adults to work with a reduced cognitive load. As a result, pedagogy is strong, feedback is effective and progress is evident. Opportunities are exploited to provide relevant professional development for staff and time and energy is diverted away from non-impactful practices.	
Links to National and Regional Priorities	2025 - 2026	2026 - 2027	2027 - 2028
National Priorities Objective 2: Breaking down barriers Objective 3: A positive education experience for everyone Objective 4: High-quality teaching and leadership Objective 6: Cymraeg belongs to us all MCC Priorities - Raise Standards and Ensure Excellence for all - Deliver Equity by Closing Gaps in Outcomes and Opportunities - Celebrate Welsh Language, Culture, and Global Citizenship	- Develop pedagogical approaches which are consistent and effective. - Consistently provide purposeful opportunities for pupils to respond to feedback and to make improvements to their work - Increase the overall proficiency of pupils in the Welsh language, ensuring they develop both spoken and written skills to effectively communicate in various contexts. - To embed adaptive teaching strategies to best support and challenge children - To improve the delivery of IT skills following cluster training.	Begin developing a more bespoke approach to pedagogical development for individual staff in light of monitoring activities and PM.	Evaluate the improvements in pedagogy to ensure that teaching and learning is of the highest quality.

THREE YEAR OVERVIEW OF PRIORITIES

SDP Priority 3	Why?	Impact	
To ensure inclusion and well-being sits at the heart of our school to enable our children to develop as healthy, confident individuals.	We aim to make the best use of the site we have to provide the best possible experiences for our children and to ensure resources are used to effectively meet the needs of all of our children.	Our pupils feel safe and valued as members of our school community. There is a strong sense of belonging within the school and this feeds into positive, safe behaviours. This in turn leads to a feeling of success. Interventions are well designed from a wealth of information held on the pupils and are effective in closing gaps. Over time, the community feel more involved in the life of the school and collaborations are mutually beneficial.	
Links to National and Regional Priorities	2025 - 2026	2026 - 2027	2027 - 2028
National Priorities Objective 2: Breaking down barriers Objective 3: A positive education experience for everyone Objective 4: High-quality teaching and leadership Objective 5: Community-based learning MCC Priorities - Deliver Equity by Closing Gaps in Outcomes and Opportunities - Promote Well-being, Inclusion, and Learner Voice	- Develop and implement a positive behaviour policy. - Ensure interventions are targeted and effective. - Engage with experts for advice and guidance to meet the needs of vulnerable learners. - Develop a team around the child approach to support vulnerable learners. - Ensure TAs are provided with the professional development required to meet the needs of our children.	- Implement a new programme for PE designed to effectively support the physical health and wellbeing of pupils. - Further develop our inclusive practices, aligning with research informed approaches and with the support of external experts. - Explore how funding can be maximised to improve outdoor, physical play opportunities for our children.	Evaluate the effectiveness of the improvements to curriculum provision and identify next steps..

THREE YEAR OVERVIEW OF PRIORITIES

SDP Priority 4	Why?	Impact	
To grow leadership capacity within school ensuring leaders at all levels (including learners) are empowered to develop professional practices which contribute positively to the realisation of our school vision and aims.	As the school has a newly formed leadership team, collaboration both within and beyond school will be vital in ensuring effective leadership for the school. Our new approaches will require leadership of AoLE leads to be developed in order to effectively evaluate their areas.	The leadership team will grow into their roles through professional development and collaboration, enabling effective leadership. In turn, leadership capacity will increase throughout the school, ensuring that high quality professional development feeds into professional growth and opportunity for staff. AoLE leads will confidently evaluate their areas, using triangulation of a range of evidence and identify clear areas for development. Our children will feel as though they are partners in the leadership and development of our school.	
Links to National and Regional Priorities	2025 - 2026	2026 - 2027	2027 - 2028
National Priorities Objective 1: Learning for life Objective 3: A positive education experience for everyone Objective 4: High-quality teaching and leadership MCC Priorities - Raise Standards and Ensure Excellence for all - Empower School and System Leadership	- Provide professional development for new ALNCO to thrive in the role. - Develop AoLE leads to effectively evaluate their areas and development priorities. - Develop governance through self-evaluation and active involvement. - Empower pupil leadership groups to lead positive change in our school. - Develop the new DHT into the role through coaching and distributed leadership. - Cluster level leadership for ICT Lead.	- Develop the PM cycle to model and grow leadership capacity throughout the school, ensuring potential is identified and developed. - Ensure pupils recognise themselves as leaders of their learning and take increasing responsibility for their progress	Provide bespoke support for professionals to achieve their next career step, including NPQH, senior leadership, middle leadership and HLTAs.

THREE YEAR OVERVIEW OF PRIORITIES