School Development Plan 2026-2027

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 180 pupils aged four to eleven years at the school, including 30 pupils in Reception. The school has 7 classes. Around 2% 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. A small number of pupils are care experienced 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.
- Part Time Teaching DHT & Part Time Teaching ALNCO
- 7.6 LSAs

Our Classes

- 7 classes
- Class sizes are varied. The average class size is 26 pupils

Our Pupils

- 180 pupils on roll
- Aged 4 – 11
- 10% ALN
- 2% FSM
- Ethnicity is mainly White British

Level 4 Forest School Practitioner

USW ITE School

Staff access to Welsh Sabbatical

Sounds-Write Specialist Literacy Advisor

Our Locality



Overall

Ranked 1273 out of 1909 (Previously 1301) LSOAs in Wales, which places it among the 50% least deprived.



Income

Ranked 1334 out of 1909 (Previously 1344) LSOAs in Wales, which places it among the 50% least deprived.



Employment

Ranked 1188 out of 1909 (Previously 1115) LSOAs in Wales, which places it among the 50% least deprived.



Health

Ranked 1083 out of 1909 (Previously 1086) LSOAs in Wales, which places it among the 50% least deprived.



Education

Ranked 1322 out of 1909 (Previously 1196) LSOAs in Wales, which places it among the 50% least deprived.



Access to services

Ranked 316 out of 1909(Previously 337) LSOAs in Wales, which places it among the 10-20% most deprived.



Community Safety

Ranked 1328 out of 1909 (Previously 1681) LSOAs in Wales, which places it among the 50% least deprived.



Environment

Ranked 1222 out of 1909 (Previously 1236) LSOAs in Wales, which places it among the 50% least deprived.



Housing

Ranked 996 out of 1909 (Previously 1678) LSOAs in Wales, which places it among the 50% least deprived.

SUMMER 2026 STANDARDS

STANDARDS
AT GOYTRE FAWR PRIMARY SCHOOL

OVERVIEW

Attainment is strong across the school, as demonstrated by National Test results. Progress scores in all tests, are above the National Average.

READING

A Phonics Screening Check was completed at the start of Year 2 (will be completed at the end of Year 1 moving forward). **14% achieved the pass mark** of 32/40 (3/22 pupils). **The average score was 17/40.**

The same Year 2 cohort repeated the PSC in May 2026. **68% achieved the pass mark** of 32/40 (15/22 pupils). **The average score was 34/40. The average progress made was 17 points.**

In Year 1, 23% achieved the pass mark (5/24 pupils) and the **average score was 24/40.** Both progress in Year 2 and attainment in Year 1 show the improvements since Sounds-Write was implemented.

* All Year Groups demonstrated above average progress in National Tests, with particularly strong progress in Year 2.
* Attainment is also strong in all Year Groups (breakdown below)
* Year 2 improvements in attainment significantly improved the whole school overview.

Attainment - 96.67% at or above average (increase from 89% in October)

	Y2	Y3	Y4	Y5	Y6
10/25	63%	100%	90%	93%	100%
5/26	100%	96%	94%	93%	100%

Attainment

READING

* All Year Groups demonstrated above average progress in National Tests.
* Year 2 made significant progress.

Attainment - 95.16% at or above average (increase from 91.13%)

	Y2	Y3	Y4	Y5	Y6
10/25	68%	96%	97%	94%	100%
5/26	95%	91%	97%	90%	100%

Attainment

REASONING

PHONICS

PROCEDURAL

* All year groups demonstrated above average progress in this area, with Year 2 showing significant improvement.
* This is an area of strength of our school.

Attainment - 94.35% at or above average.

	Y2	Y3	Y4	Y5	Y6
10/25	86%	100%	94%	93%	100%
5/26	100%	91%	97%	89%	100%

Attainment

SPELLING

Children from Year 1 up completed the Single Word Spelling Test (SWST).
41% with a spelling age at or above chronological age (Oct 2025) increased to 50% in May 2026

	Y1	Y2	Y3	Y4	Y5	Y6
10/25	N/A	14%	48%	58%	35%	45%
5/26	79%	45%	52%	53%	27%	40%

Senior leadership team

Alec Mills (Headteacher, DSL, Assessment, Curriculum) Ceri Veater(Deputy Headteacher, Deputy DSL, Mathematics and Numeracy, Phonics) Lucy Morgan (ALNCO)

Structure

Lower Phase

Reception
Teacher: Emma Hawkins

Year 1
Teacher: Emma Bennett-Smith

Year 2
Teacher: Ceri Veater

Upper Phase

Year 3
Teacher: Matt Brown/ Alison Webb-Chard

Year 4
Teacher: Kate Ochom

Year 5
Teacher: Jonny Small

Year 6
Teachers: Lucy Morgan

Support Staff

PPA HLTAs
Emma Rust-Andrews, Shannon Jones, Natasha Lewis

TAs (Team Around the Child Approach)

Kayleigh Broadrick Carrie James Shannon Jones Natasha Lewis Kate Norris Nicci Poulsom Rachel Skinner Jackie 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 evolved to include regular learning walks and listening to learner activities, replacing annual lesson observations. These regular evaluative activities provide timely feedback to enable professional development and the raising of standards.
R2 Ensure that teaching supports and challenges pupils of all abilities	The introduction of progression maps across all areas of learning have supported the raising of expectations to challenge pupils. Pupils with additional learning needs have their individual targets addressed through a range of activities which can be on a 1:1, small group or large group basis.
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	The newly formed SLT work together effectively to drive school improvement, with this having been a focus during the last academic year. Leadership capacity at other levels has been identified and opportunities for development in this area are being offered appropriately, as evidenced with our ALN provision which has been effectively led by two TAs.

SDP Priorities 2025-2026	Evaluation
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.	• The curriculum is now increasingly coherent and progression-focused across the school, with stronger evidence in pupils' work and learning. • Phonics provision is a key success: implementation fidelity has improved, resulting in significant progress in Year 1 and Year 2 outcomes and effective catch-up for older pupils. • Literacy improvements are embedding well, with clearer progression, better explicit teaching of sentence structures, and high-quality texts driving engagement and outcomes. • Mathematics teaching is more consistent, with small-step progression, guided practice and CPA approaches improving reasoning and confidence. • The 'Journeys' curriculum model is embedded, with improved balance across AoLEs, strong pupil engagement and increasing ability of pupils to articulate their learning. • Spanish has been piloted successfully but lacks consistency due to timetabling constraints.
To develop pedagogy to ensure high quality teaching and learning creates ambitious, capable and effective learners who make good progress from their starting points.	• Staff professional learning has increased knowledge and provided a range of effective pedagogical strategies, particularly in Welsh language delivery. • Welsh provision is improving, with more consistent retrieval practices and stronger staff confidence. • However, progress in adaptive teaching, consistency of pedagogy and feedback has been slower than planned due to necessary prioritisation of ALN developments.
To ensure inclusion and well-being sits at the heart of our school to enable our children to develop as healthy, confident individuals.	• This remains a significant strength of the school with clear, measurable impact. • ALN provision is highly effective, particularly the afternoon sensory model, with strong engagement, positive feedback from families and recognition from external agencies. • The Team Around the Child approach is now embedded and aligned with local authority expectations, improving pupil regulation and progress. • Staff expertise has increased significantly through targeted professional learning (e.g. autism training, Lego therapy). • Behaviour and wellbeing are strong, supported by a revised behaviour policy, forest school provision and wellbeing initiatives for staff.
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.	• Leadership capacity is clearly strengthening, with an effective and cohesive senior leadership team. • Significant investment in professional development and coaching is building leadership skills across the school. • Emerging leaders are being identified and developed (e.g. ALN provision leads, Welsh lead, ICT leadership). • Pupil leadership groups are established, though their impact remains at an early stage. • Some leadership opportunities (e.g. ICT cluster role) may be affected by funding changes.

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.	• While the curriculum is increasingly coherent, progression is not yet consistently secure across all AoLEs, particularly in foundation subjects and PE. • Staff feedback highlights a need to strengthen clarity of progression, assessment, and writing development. • As the curriculum continues to evolve, there is a need to ensure balance, coverage and clear sequencing of knowledge and skills across the school.	• A coherent, well-sequenced curriculum ensures that all pupils build knowledge and skills progressively over time. • Pupils demonstrate improving writing, reading and wider curriculum skills, applying them confidently across contexts. • All AoLEs are delivered with clear progression and purpose, leading to high engagement and strong standards.

Links to National and Regional Priorities	2026 - 2027- Embed	2027 - 2028- Refine	2028 - 2029- Sustain
National Priorities Objective 1: Learning for life Objective 2: Breaking down barriers Objective 3: A positive education experience for everyone 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	• Refine provision for English with a focus on reading • Explore opportunities to strengthen literacy skills across the curriculum • Further develop a culture of reading • Improve the proficiency of staff and pupils in Welsh through raising the profile of the language and targeted support for staff	• Critically evaluate progression frameworks across all AoLEs and refine where needed • Strengthen assessment systems to ensure they accurately identify pupil progress over time • Further develop writing across the curriculum, ensuring high-quality outcomes in all subjects • Embed cross-curricular application of skills (literacy, numeracy, digital) • • Refine “Journeys” to ensure balanced coverage and clear skill progression •	• Evaluate the impact of curriculum developments on pupil progress and standards • Ensure all AoLEs demonstrate secure, consistent progression across the school • Refine curriculum further to ensure long-term retention and transfer of learning • Share effective curriculum practice within cluster/region • Identify next-stage priorities based on evidence of impact

THREE YEAR OVERVIEW OF PRIORITIES

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.	• Variation remains in the consistency of teaching approaches across classes. • Staff identified a need to improve challenge, adaptive teaching, and feedback practices. • Some developments (e.g. adaptive teaching, feedback) need further time to embed effectively.	• Highly consistent pedagogy ensures that all pupils experience high-quality teaching every day. • Teaching that is well-matched to need enables pupils to make strong progress from their starting points, including more able learners. • Pupils develop independence, resilience and strong learning behaviours.	
Links to National and Regional Priorities	**2026 - 2027- Embed**	**2027 - 2028- Refine**	**2028 - 2029- Sustain**
National Priorities Objective 2: Breaking down barriers Objective 3: A positive education experience for everyone Objective 4: High-quality teaching and leadership **MCC Priorities** • Raise Standards and Ensure Excellence for all • Deliver Equity by Closing Gaps in Outcomes and Opportunities •	• Embed consistent whole-school pedagogical approaches (retrieval, guided practice, independent practice) • Introduce techniques to support strategies such as check for understanding and building ratio • Improve feedback and response to learning so it impacts progress • Develop assessment approaches to clearly identify what pupils know and can do • Ensure teaching consistently moves learning forward at the right pace	• Develop bespoke pedagogical support based on monitoring and performance management • Embed high-quality adaptive teaching across all classes • Refine feedback practices to ensure consistent impact on pupil progress • Strengthen challenge for all learners, particularly the more able • Develop pupil independence through consistent learning routines and expectations	• Evaluate the impact of pedagogy on pupil outcomes and progress over time • Ensure teaching is consistently highly effective across all classes • Support staff to innovate within agreed pedagogical principles • Embed a culture of reflective practice and peer-led improvement • Share effective practice beyond the school

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.	• Strong provision is in place, but staff identified the need for greater clarity and consistency around pupil targets (especially ALN). • There is a need to further develop independence, particularly within the nurture provision. • Ensuring all pupils can access the full curriculum offer consistently remains a priority.	• All pupils, including those with ALN, receive high-quality, targeted support that enables progress. • Staff have a shared understanding of pupil needs and next steps, leading to consistent provision. • Pupils develop as independent, confident learners who can access learning successfully.	
Links to National and Regional Priorities	**2026 - 2027- Embed**	**2027 - 2028- Refine**	**2028 - 2029- Sustain**
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	• Introduce and embed clear, accessible pupil targets for all ALN learners • Strengthen independence and application of skills, particularly in Hive/Colony • Ensure consistent implementation of inclusive strategies across all classes • Improve access and participation in PE and wider curriculum experiences • Ensure clarity in support and daily routines for children with ALN.	• Embed and review clear pupil target systems, ensuring consistent use across all staff • Strengthen tracking and evaluation of interventions to demonstrate impact • Further develop independence and self-regulation strategies for learners • Extend inclusive practice to ensure full access to all areas of the curriculum (e.g. PE, wider opportunities) • Strengthen partnerships with families and external agencies	• Evaluate the long-term impact of inclusion strategies on pupil progress and wellbeing • Ensure all staff demonstrate high confidence in meeting diverse needs • Embed a fully inclusive culture where all pupils consistently access high-quality provision • Share effective inclusive practice with wider networks • Identify future priorities based on evolving learner needs

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.	• Systems and approaches are strong, but the next stage is to ensure consistent implementation and clear impact across the school. • Staff confidence varies in some newer approaches, requiring targeted professional learning and support. • There is a need to strengthen monitoring, evaluation and communication, particularly around key priorities.	• Leaders at all levels ensure consistent, high-quality provision across the school. • Monitoring focuses on impact on pupil progress, leading to continuous improvement. • Staff are confident, supported and consistently deliver agreed approaches.	
Links to National and Regional Priorities	**2026 - 2027- Embed**	**2027 - 2028- Refine**	**2028 - 2029- Sustain**
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	• Embed whole-school consistency in agreed approaches • Strengthen monitoring and evaluation of impact, particularly progression and challenge • Develop staff expertise through targeted professional learning • Improve systems and communication (e.g. clarity of targets, expectations) • Develop opportunities for pupil groups to be more impactful, including action planning	• Further develop middle leadership (AoLE leads) to evaluate and drive improvement • Refine monitoring systems to ensure a sharp focus on impact • Embed effective use of data and evidence in self-evaluation • Strengthen coaching and mentoring systems to support staff development • Expand pupil leadership opportunities and their impact	• Evaluate leadership impact on standards, teaching quality and wellbeing • Ensure leadership is distributed and sustainable at all levels • Develop opportunities for staff to contribute to cluster/regional leadership • Embed a strong culture of self-evaluation leading directly to improvement • Plan future leadership development and succession

Three Year Overview of priorities