



# **HENDREFOILAN PRIMARY SCHOOL**

## **SCHOOL DEVELOPMENT PLAN SUMMARY**

**2025/26**

# SUMMARY OF PREVIOUS PRIORITIES:

## 2023-24

- TO ENHANCE THE OUTDOOR LEARNING ENVIRONMENT TO FACILITATE PUPIL ENQUIRY.
- TO DEVELOP A SHARED UNDERSTANDING OF PROGRESSION AT A CLUSTER AND BEYOND LEVEL.
- TO DEVELOP HENDREFOILAN AS A COMMUNITY FOCUSED SCHOOL.

## 2024-25

- TO STRENGTHEN PEDAGOGY ACROSS THE SCHOOL TO IMPACT POSITIVELY ON LEARNER OUTCOMES.
- TO DEVELOP PUPILS AS INDEPENDENT LEARNERS.
- TO IMPROVE OPPORTUNITIES FOR PUPILS TO APPLY THEIR NUMERACY SKILLS IN THEIR WORK ACROSS THE CURRICULUM.
- TO IMPROVE DISTRIBUTED LEADERSHIP AND DEVELOP LEADERSHIP CAPACITY.

# ESTYN RECOMMENDATIONS - MARCH 2024:

## SUMMARY

[https://estyn.gov.wales/system/files/2024-04/Inspection%20report%20Hendrefoilan%20Primary%20School%202024\\_0.pdf](https://estyn.gov.wales/system/files/2024-04/Inspection%20report%20Hendrefoilan%20Primary%20School%202024_0.pdf)

### Overview

Hendrefoilan Primary School is a calm and happy place where pupils make good progress and achieve well. Staff develop strong working relationships with pupils and the community. Pupils of all ages are friendly polite, and talk about their learning confidently. The school celebrates diversity and ensures that everyone is treated equally. The headteacher is well supported by the governing body. Together they ensure that pupils' well-being and achievement are at the heart of the school's work. Leaders accurately identify and secure improvement in many of the areas of the school's work most in need of attention. However, they do not always identify a few important areas in need of further development. Teachers plan interesting lessons that ensure that most pupils are engaged suitably in their learning. Teachers provide pupils with clear learning intentions at the start of lessons, and valuable feedback. As a result, most pupils know what they do well and what they need to do next to improve their work. However, teachers across the school do not provide enough opportunities for pupils to develop appropriately as independent learners. In a minority of foundation learning lessons, teachers do not provide the correct balance between activities planned by the teachers and activities that are led by the pupils. A minority of teachers do not understand how pupils learn through play well enough. Leaders and teachers, in collaboration with local schools, have designed a curriculum that meets the needs of pupils well. Teachers plan successfully to ensure that pupils build on their learning to make strong progress in literacy, mathematical and digital skills. However, teachers do not plan enough opportunities for pupils to apply their numeracy skills across the curriculum. Most pupils develop their Welsh language skills appropriately and are proud of their success in learning other languages. By the time they reach Year 6, most pupils make good progress in each area of learning and experience (AoLE).

### Recommendations

- R1** Address the inconsistencies in teaching in foundation learning classes.
- R2** Develop pupils as independent learners.
- R3** Improve opportunities for pupils to apply their numeracy skills in their work across the curriculum.

# HENDREFOILAN PRIMARY SDP VISION 2025/26



OUR SDP IS THE RESULT OF A COLLABORATIVE AND CONSTRUCTIVE PROCESS INVOLVING ALL STAKEHOLDERS.

OUR AIM IS TO CREATE CLEAR PRIORITIES AND TARGETS WITH MEASURABLE OUTCOMES.

OUR AIM IS TO DEMONSTRATE EFFECTIVE LEADERSHIP AT ALL LEVELS.

WE AIM FOR OUR SDP TO DEMONSTRATE INNOVATION IN ORDER TO DRIVE STANDARDS AND POSITIVELY IMPACT PUPILS' LEARNING OUTCOMES.

WE AIM TO DEMONSTRATE RIGOROUS MONITORING PROCESSES AND DEMONSTRATE A CONSISTENTLY STRONG CULTURE OF SELF-EVALUATION AND IMPROVEMENT.

WE ALWAYS STRIVE TO DEMONSTRATE HIGH ASPIRATIONS AND EXPECTATIONS FOR CONTINUED PROFESSIONAL DEVELOPMENT OF ALL STAFF IN ORDER TO HELP US TO CONTINUE TO ENHANCE THE QUALITY OF TEACHING AND LEARNING AT HENDREFOILAN PRIMARY.

PUPILS WILL ALWAYS REMAIN AT THE HEART OF WHAT WE DO AND WE PLAN TO DO - THEY DESERVE THE VERY BEST.

# HENDREFOILAN PRIMARY

## SDP PRIORITY 1 2025-26



TO ENSURE EFFECTIVE AND MEANINGFUL OPPORTUNITIES FOR THE TEACHING AND APPLICATION OF SKILLS THROUGH ENGAGING LEARNING EXPERIENCES.

### RATIONALE

Teachers provide a range of interesting learning opportunities which nearly all pupils engage with positively. However, monitoring activities identified that skills development within those experiences could be more clearly planned and developed. For example, mission tasks engage and facilitate learner choice, but do not always aid skills progression. Through discussions, there is a collective view that we need to clarify what constitutes independent learning in Hendrefoilan. To support this focus, it has been agreed that we will revisit curriculum maps to realign with Curriculum for Wales and the Three Enablers. By addressing this issue we hope to ensure that lessons are not just knowledge rich but also embed and develop pupils' skills, so that pupils can apply those skills purposefully in different contexts.

## **SP1: SUMMARY ACTION PLAN**

TO ENSURE EFFECTIVE AND MEANINGFUL OPPORTUNITIES FOR THE TEACHING AND APPLICATION OF SKILLS THROUGH ENGAGING LEARNING EXPERIENCES.

### **INTENDED IMPACT**

- Pupils develop key skills in a way that is purposeful and memorable through engaging learning experiences and challenge.
- Skills are not just taught but applied meaningfully across the curriculum and this is carefully planned for, paying close attention to cross curricular numeracy – in line with Estyn recommendation.
- Pupils become increasingly independent and able to apply learned skills in new contexts.
- Pupils are supported, motivated and challenged sufficiently at all levels through the three enablers.
- Pupils' confidence and independence in the application of skills increases.
- Cross-curricular connections deepen learning and promote independence.
- Learning objectives are clear, skill-focused and appropriate.
- All stakeholders are clear about the school's curriculum offer.
- Pupils build on prior learning and develop skills over time effectively.
- Teachers reference and plan from the SBP's shared understanding of progression documentation.
- Teachers know how to identify pupils' next steps in learning skilfully and adapt their teaching and provision to differentiate and challenge learners effectively.
- Our teaching and learning policy reflects practice.

### **KEY ACTIONS**

- Revisit and update the school's curriculum maps and ensure skill progression is evident in planning and feedback to learners.
- Strengthen cross-curricular links and opportunities for pupils to apply skills in meaningful contexts. Monitor this closely – i.e. is our planning and teaching effectively moving pupils' learning on? Are pupils developing skills over time?
- Plan purposeful activities that connect learning to real-life contexts. Ensure curriculum opportunities link to local focus, Wales focus and wider world.
- Encourage active pupil participation and collaboration in the planning process (recognising the need for a move away from pure exploration and engagement to cognitive conflict as pupils progress through the school and suitable challenge that does more than match pupils' abilities).
- Ensure that all learning objectives are skills based and progressive. Align feedback policy to teaching and learning policy – they must be interwoven.
- Plan for cross curricular skill-based learning, using rich and authentic tasks that allow pupils to combine skills.
- Update the school's curriculum and teaching and learning policy – share with all stakeholders, reflecting any changes after professional learning opportunities (e.g. Nick Jones/ Cath Delve input).
- Continue phase five of the progression plan within the SBP.

# HENDREFOILAN PRIMARY

## SDP PRIORITY 2 2025-26



TO IMPROVE THE QUALITY OF ASSESSMENT AND FEEDBACK TO PUPILS, ENABLING PUPILS TO RECOGNISE HOW TO MOVE THEIR LEARNING ON.

### **RATIONALE**

The marking policy outlines how we provide feedback to pupils at different stages of their learning journey however, greater clarity around the policy and a review of it in practice would lead to greater consistency in its application and more effective feedback to ensure pupils are clear as to their next steps.

## SP2: SUMMARY ACTION PLAN

TO IMPROVE THE QUALITY OF FEEDBACK TO PUPILS, ENABLING PUPILS TO RECOGNISE HOW TO MOVE THEIR LEARNING ON.

### INTENDED IMPACT

- Staff use consistent AfL strategies, including all forms of feedback, to help pupils understand their strengths and what they need to do next.
- Developing staff confidence and consistency in AfL practices will strengthen the quality of teaching and assessment of and for learning across the school, paying close attention to the individual needs of learners.
- Staff move effectively around the pupils to question and challenge pupils' learning and respond in the moment.
- Feedback to learners is high quality and consistently so across the school.
- All staff assess learning in the moment and adapt their teaching accordingly.
- Staff use high quality effective questioning skills.
- Consistently involving pupils in developing reflective and self-assessment skills will encourage pupils to develop metacognitive skills, commensurate to their stage of development.
- Pupils develop resilience to constructive feedback –they will see mistakes as learning opportunities and realise that challenge and feedback help to move their learning on.
- Pupils will grow in understanding their own strengths and areas for improvement.
- Pupils will be given progressive and purposeful opportunities to assess their own and their peers' learning.

### KEY ACTIONS

- All staff to attend Nick Jones training in excellent teaching, including focus on pace of lessons, live feedback, and effective questioning.
- Agree on a common language of assessment to ensure consistency throughout the school when pupils reflect on their learning.
- Update and display pupil-friendly feedback policy and ensure that staff use it consistently, and that pupils understand and engage with it meaningfully.
- Update assessment policy for clarity and monitor consistent use – through book sharing, listening to learners, learning walks, speaking to staff around the school. Address any inconsistencies.
- Support pupils to develop understanding of how to create purposeful success criteria and to consider the processes needed to achieve their learning objective. This would first be modelled, then guided and then
- Sharpen learning intentions/ objectives - look at AfL toolkit examples in ADDs – e.g. if this is the activity...what should the learning objective be and what is the context? What is the skill focus?
- (i.e. separate the learning objective from the activity instructions to ensure clarity). Monitor application of this in weekly planning.

- Develop systems and processes for monitoring next steps given to pupils – response time, application opportunity to action identified next steps. – Monitor the IMPACT of feedback to learners and consider how this will be measured.
- Staff to collaboratively review, evaluate and strengthen the school’s assessment for learning policy and toolkit in order to align policy and practice.
- SLT to quality assure the updated teaching and learning policy in line with the enabling learners guidance, and Estyn’s guidance on assessment:  
<https://estyn.gov.wales/improvement-resources/using-effective-assessment-strategies-to-improve-pupils-engagement-outcomes-and-understanding-of-how-they-learn/>
- Cross reference Cambridge University research guidance on AfL:
- <https://www.cambridge.org/sites/default/files/media/documents/Assessment-for-learning-report.pdf> <https://www.cambridgeassessment.org.uk/blogs/what-and-why-do-we-assess-in-the-classroom/>
- Encourage triad focus to be around the effectiveness of AfL strategies. Triad lead to feedback impact to SLT.
- Build a bank of high-quality questioning examples to draw upon as examples and add to planning document.
- Enrol two members of staff (one senior leader and one classroom practitioner) onto the next available cohort of the National programme to support curriculum and assessment design within the curriculum for Wales. Ask staff members to disseminate training to staff team in order to strengthen curriculum and assessment processes in line with Welsh government guidance.
- Ensure that pupils continue to contribute to their learning and suggest ideas for future learning weekly – this increases pupils’ engagement, motivation, and impacts ultimately outcomes.
- Encourage pupils to take an active role in assessing their own work and that of their peers, using co-constructed success criteria.
- Encourage regular opportunities for self-reflection and metacognition, being mindful that this will look different for pupils at different stages – consider what this will look like in terms of progression. Encourage pupils to use feedback to identify their own next steps in learning.
- Undertake collaborative practice – learn from others by looking outward. Work with a school where metacognition is recognised as an area of strength and use this collaboration as part of professional learning cycle.
- Ensure that pupils play an important role in meeting with leaders to discuss their learning in scheduled pupil progress meetings.

# HENDREFOILAN PRIMARY

## SDP PRIORITY 3 2025-26



## TO EMBED THE NEW SLT STRUCTURE AND DEVELOP THE ROLE OF MIDDLE LEADERS

### RATIONALE

From September 2025, the school's Headteacher is seconded to the local authority as a School Improvement Advisor. The Deputy Head Teacher has been appointed Acting Head Teacher for a period of two years. The Acting Head is completing the final part months of the NPQH course and has recently achieved Estyn Peer Inspector status.

The Acting Headteacher and Acting Deputy Headteacher will continue to promote a culture of accountability and professional development in order to drive standards in teaching and learning.

Middle leaders have been focusing on purposeful action planning within their AOLE and middle leader roles. Training and professional development opportunities now need to be put in place in order to strengthen the staff's understanding of evaluation and how to measure impact on learner outcomes.

## SP3: SUMMARY ACTION PLAN

TO EMBED THE NEW SLT STRUCTURE AND DEVELOP THE ROLE OF MIDDLE LEADERS.

### INTENDED IMPACT

- The school's acting leadership team focus sharply on improving consistency in the quality of teaching, learning and assessment across the whole school.
- The school's acting leadership team demonstrate robust self-evaluation and monitoring processes to drive change.
- All school stakeholders revisit the school's vision and curriculum.
- The acting leadership team liaise carefully with the Governing Body and School Improvement Advisor to maintain open communication.
- The Acting Deputy Head and Acting Head receive mandatory training to fulfil their roles. The Acting Headteacher is supported by an allocated mentor and Hendrefoilan's SIA.
- Leaders at all levels can effectively review the impact of their actions across the school to demonstrate ways to measure impact on pupil progress.
- Consistently strong middle leadership in each AoLE.
- Staff are collectively responsible and understand their role in collaborative evaluation and accountability.
- AoLE coordinators use evaluative language to summarise monitoring into concise and clear evaluative sentences that can be used by senior leaders/governors to accurately identify the school's strengths and needs. For example, 'how many, do what, how well.'
- Strong AOLE leadership and planning directly and positively impact on pupils' outcomes.
- A culture of collaboration and professional growth exists within the school and motivates staff towards continuous improvement and evaluation.
- Rigorous monitoring processes ensure clarity of expectations and collective accountability.

### KEY ACTIONS

- Develop a self-evaluation calendar and overview of expectations for all leaders and staff to follow with clear dates and expectations stated.
- Re-emphasise the school's improvement cycle.
- Build staff capacity to contribute collaboratively to self-evaluation processes and enable staff contribution to the SDP.
- Create clear priorities and targets with measurable outcomes.
- Demonstrate rigorous monitoring processes and model a culture of self-evaluation.
- Liaise with the GB and arrange for Link Governors to meet with staff to share evaluations and action plans.

- Set aside time in ADDs to quality assure AOLE evaluations and plans.
- ADHT enrol and attend mandatory training.
- AHT participate in New and Acting Head training and support group, and liaise with mentor.
- All teachers attend and evaluate Nick Jones SE training. September 2<sup>nd</sup>, 2025.
- Refer to the Gareth Coombs SE toolkit and use appropriate aspects if relevant.
- Review the school's self-evaluation (SE) cycle. Consult with stakeholders and agree timescales so that all staff are clear of the expectations.
- Improve the clarity of evaluations using evaluative language and quantifiers. Staff use to the Estyn writing guide to improve writing and make evaluations consistent in sentence structure and form.
- AoLE coordinators/middle leaders set AoLE action plans. Actions are monitored regularly (half-termly) using a range of monitoring tools, such as learning walks, scrutiny of work and listening to learners.
- The AHT and ADHT revisit and agree roles and responsibilities and clear targets are set during PD meetings for all staff.
- Strategic targets are set and followed and these are shared with all stakeholders.

# HENDREFOILAN PRIMARY



## OUR CHILD-FRIENDLY SDP EXPLANATION

**PRIORITY 1:**  
**WE WANT TO MAKE LEARNING FUN  
AND HELP YOU PRACTISE NEW  
SKILLS IN WAYS THAT MAKE SENSE  
AND ARE EXCITING!**

### **WHY?**

At Hendrefoilan, teachers plan lots of fun and exciting activities that most children enjoy and take part in. But when we looked more closely, we noticed that some of these activities don't always help children build their skills step by step.

For example, our mission tasks give children choices and help them feel independent, but they don't always help them get better at certain skills. So, we've all agreed that we need to be clearer about what 'independent learning' really means in our school.

To help with this, we're going to look again at our curriculum plans and make sure they match the Curriculum for Wales and the Three Enablers. This will help us make sure that lessons don't just teach facts, but also help children practise and improve their skills—so they can use those skills in lots of different situations.

# HENDREFOILAN PRIMARY

## OUR CHILD-FRIENDLY SDP EXPLANATION



### PRIORITY 2:

WE WANT TEACHERS TO GIVE CLEAR FEEDBACK, SO WE CAN UNDERSTAND WHAT TO DO NEXT AND GET EVEN BETTER AT LEARNING.

### WHY?

At our school, teachers give feedback to help children understand how they're doing and what they can do to improve. This happens at different times during their learning journey.

But we've noticed that sometimes the way feedback is given isn't always the same, and that can make it harder for children to know their next steps. So, we're going to look again at our feedback policy and make it clearer.

This will help teachers give feedback in a way that's more consistent and useful—so every child knows exactly how to get better and keep learning!

# HENDREFOILAN PRIMARY

## OUR CHILD-FRIENDLY SDP EXPLANATION



**PRIORITY 3:**  
**WE WANT TO MAKE SURE OUR NEW LEADERS WORK WELL TOGETHER AND HELP TEACHERS WHO ARE ROLE MODELS LEAD THE WAY.**

### WHY?

From September 2025, our Headteacher will be helping other schools by working with the local council. This is a special job called a **School Improvement Advisor**, and it means they'll be sharing their great ideas to help schools get even better!

While they're away, our Deputy Headteacher will become the **Acting Headteacher** for two years. They're finishing a special course for headteachers and have also become an **Estyn Peer Inspector**, which means they help check how schools are doing across Wales.

Our Acting Headteacher and Acting Deputy Headteacher will keep working hard to make sure our school stays a brilliant place to learn. They'll help teachers keep improving their teaching and make sure everyone is doing their best.

Teachers who lead different subjects have been making plans to help improve learning. Now, they'll get extra training to help them:

- Check how well their plans are working.
- Understand how their teaching helps children learn.
- Make sure every pupil gets the best learning experience possible!