



School Development Plan 2023- 2027

Rhydypenau Primary School is a community school serving an established residential area within north Cardiff. Most pupils come from homes that are relatively advantaged and a few from homes that are economically disadvantaged.

The school has 474 pupils aged three to 11 years old, which currently includes 57 children who attend the nursery on a part-time basis. Children enter the nursery in the term after their third birthday. The school is either full or oversubscribed in every year group. English is the predominant language spoken at home. In September 2024, 29.7% of pupils were from ethnic minority backgrounds and 14.3% speak English as an additional language. English is the main language of communication in the school and Welsh is taught as a second language, however, there are 27 different languages spoken at home. In September 2024 there were 15 EAL pupils, either new to English or at the stage of early acquisition.

The school has 2.3% FSM in 2024, which is below the local authority and Wales average. 2.2% of pupils have been identified as having additional learning needs. Pupils are accommodated within a range of buildings. Historically the school has had excellent attendance previously 97% over six years, attendance has decreased slightly to 95%.

Estyn Recommendations: 2018

R1 Improve provision to develop pupils' understanding of the importance of healthy lifestyle choices and broaden the range of physical education experiences

R2 Further improve communication between school and parents

Progress Since the last Inspection

Key Issue - Commentary

R1 Improve provision to develop pupils' understanding of the importance of healthy lifestyle choices and broaden the range of physical education.

Fruit is provided for pupils in FL and Phase 2. SNAG (School Nutrition Action Group) has a prominent role in encouraging our school community to make healthy food choices.

Our school curriculum gives opportunities for the children to learn about the importance of Food and Nutrition. Learners prepare and make their own food products for a purpose. Children also learn about food hygiene, food groups and are taught about positive relationships with food.

Healthy lunches are offered to all children at Rhydypenau Primary School under the WAG initiative.

A range of physical literacy opportunities are offered across our school curriculum. Learners are taught fundamental movement skills through Play 2 Learn at Foundation Learning level. The multi skills approach is taught in Years 3 and 4 and Multi sports (more sport specific activities) at years 5 and 6.

PESS gymnastics is also taught throughout the school, teaching the progression of body schooling movements.

Learners across Phase 2 complete the Daily Mile each afternoon.

R2 Further improve communication between school and parents

Communication with parents, the whole school or phases delegated to one person in the office.

'Seesaw' app embedded in all year groups.

Dates for the year detailing important events sent to parents at the start of the academic year and updated termly.

New website regularly updated by a designated person.

Curriculum maps and P.E timetables shared on the website

Parent group established, a parent from each year group attends termly meetings

Rhydypenau's Vision

1. Learners and staff will feel secure, safe and happy in the physical and digital world where everybody is valued and respected.
2. They will develop self-confidence and high self-esteem in a nurturing community.
3. Learners will be ambitious and aspirational, have equitable opportunities and experiences that will inspire, excite and shape their futures. to ensure they reach or exceed their potential and 'aim high'.
4. Learners will not be afraid to fail but see failure as an opportunity for learning and a route to success.
5. Learners will be resilient, will respond confidently to situations by thinking flexibly to problem solve and will overcome adversity to develop a strong sense of achievement.
6. Learners will respond confidently to situations with increasing independence and will develop a strong sense of accomplishment.
7. Learners will be respectful, ethically informed citizens, who build strong relationships, and develop a sense of mutual respect and acceptance of others from all walks of life.
8. Learners will celebrate cultural heritage and diversity, and become compassionate members of society.
9. Learners will have the knowledge and confidence to exercise their own democratic and human rights, to protect their own and others' freedom and equality.
10. Learners will develop enquiring minds & become critical and creative thinkers.
11. Learners will be active, inspired and motivated to develop a lifelong approach to their health and wellbeing.
12. Our children will be enterprising, capable learners who are ready to learn and engage in authentic learning opportunities and experiences.
13. Our children will embody the four purposes: they will develop a love of lifelong learning and be confident, ready, excited and enthusiastic about the next stage of their journey.

Summary of Priorities 2023-2027

2023-2024	2024-2025	2025-2027 2 years
<p><u>Standards and progress in learning and skills</u> <u>Increase Maths Procedural scores at 115+ to be in line with Reasoning.</u> Reduce the gender gap in procedural at 115+ in all year groups - girls in Yr3 to 6 Reduce the gender gap in procedural at >85 girls in Yr6.</p> <p><u>Increase Reading scores/standards whole school</u> Raise standards in Welsh oracy Groups of learners: Reduce gender gap:</p> <ul style="list-style-type: none"> ● Boys reading Y4&6 ● Boys writing Y3, 4, 5&6 ● Girls writing Y2 ● Boys welsh <p>Reduce EAL gap:</p> <ul style="list-style-type: none"> ● LLC Y5&6 ● Oracy Y4 <p>Ensure FSM pupils continue to make make excellent progress and achieve full potential</p> <p><u>Teaching and Learning experiences</u> <u>Decolonising of the curriculum</u> <u>Assessment for progression developed across the whole school.</u> - <u>Further develop collaboration with higher ed, industry & business and the community</u></p>	<p><u>Teaching and Learning</u></p> <p>Embed assessment procedures/tracking system Embed our curriculum for our community Further develop Welsh oracy skills - focus on reducing gender gap Further develop cynefin Maths - improve standards and reduce gender gap Ensure the continued excellent progress through highly effective and robust monitoring and evaluation of LLC Continue to develop outdoor learning S&T/DCF coverage Ensure FSM pupils reach their full potential as they progress through the school</p>	<p><u>Teaching and Learning</u></p> <p>Reinforce use of softer skills - Intrinsic skills Ensure FSM pupils reach their full potential as they progress through the school Reduce gender gap in maths Further develop cynefin</p>

<p>Utilise links in the community to further develop RVE experiences for all pupils Develop RVE conceptual approach at classroom level Develop the provision of French & international culture Develop the Welsh Culture (Cymraeg Campus) Develop outdoor learning RSE is clearly timetabled and provided at regular intervals throughout the school year</p>		
<p><u>Wellbeing and attitudes to learning</u></p> <p>Increase opportunities for pupil voice and develop our Senedd</p> <p>Introduce the strategic management of staff wellbeing</p> <p>Embed Rights respecting school, achieve silver award</p> <p><u>Care, support and guidance</u></p> <p>Improve provision to develop pupils' understanding of the importance of healthy lifestyle choices</p> <p>Improve attendance</p> <p>Develop mental health & wellbeing provision for parents to support children</p>	<p><u>Well-being, care, support and guidance</u></p> <p>Ensure equality for all families</p> <ul style="list-style-type: none"> ● FSM, working poverty and asset rich <p>Create a calming environment for learners and staff</p> <ul style="list-style-type: none"> ● Neutralise environment ● Reduce workload related to displays ● Create calming classes and zones <p>Improve attendance</p>	
<p><u>Leadership & Management</u></p> <p>Improve communication systems</p> <p>Redefine roles and responsibilities at all levels</p> <p>Conduct self-evaluation of Governing Body</p>	<p><u>Leading and Improvement</u></p> <p>Increase professional learning and collaboration of all staff</p> <ul style="list-style-type: none"> ● Sharing good practice at school level ● Researching best practice, learning from others, school visits ● Preparing assistant heads for Deputy headship in Rhydypenau ● Developing new middle leaders 	<p><u>Leadership & Improvement</u></p> <p>Preparing middle leaders for assistant HT roles</p>

	Continue to involve all staff in AOLE monitoring and evaluation and action planning to ensure improvement (new staff members) Revisit and refine Rhydypenau's core values with all stakeholders	
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Summary of the School Development Priorities for 2024-2025

PRIORITY	Success Criteria
IA 1 Teaching and Learning Leads: N Hammond/Evered-Davies/C Sanders	Assessment procedures/tracking systems are robust and used effectively to move learners forward. Our current curriculum is embedded Welsh oracy skills develop well as pupils move through the school with a reduced gender gap in all year groups Pupils have a strong sense of belonging The gender gap in maths is reduced by 10% Highly effective and robust monitoring ensures the continued excellent progress in LLC There is sustained and purposeful outdoor learning across the school A range of IT & Sci-Tech skills are taught and applied whole school FSM pupils reach their full potential as they progress through the school
IA2 Well-being, care, support and guidance Leads: N Hammond/ E Williams/ C Sanders	There is equality of opportunity for all families across the school The school is a calming environment for all learners and staff Improved attendance 96%+
IA 3 Leading and Improving Leads: N Hammond/E Williams	There is strong professional learning and collaboration of all staff All teachers are involved in AOLE monitoring and evaluation and action planning to ensure improvement (due to new staff members) Communication systems are effective Rhydypenau's core values reflect views of all stakeholders

Action plans for: Healthy schools, CC, AOLE's

- **Priority 1: Teaching and Learning**

Reason: National priority/School priority

Lead responsibility: C Sanders & M Williams (C Williams)

Lead Governor : LLC - Sian Evans

Expected change/impact	Who?	Budget/ Resources & source (EIG/PDG/other)	Timescale	Strategically planned tasks	Evidence source & RAG Status
Assessment procedures are used consistently across AOLE's to ensure all pupils make progress in all areas of the curriculum.	CED & RJ	SDP time + 1 day supply Staff meeting	Sept 24	Develop EA success criteria with staff.	
	Staff	Staff meeting	Trial Oct 24 Reflect Dec 24 Trial Jan-March 25 Reflect April 25	Trial EA success criteria. Staff Reflect on success criteria. before making appropriate changes and continuing with trial.	
	EW	NA	Dec March July	Monitor use of assessment procedures for implemented AOLE's	
Tracking systems are used effectively by teachers to highlight progress and areas for support.	NH & EW	NA	Nov 24	Staff analysis sheet developed and introduced.	
	Staff			Complete analysis sheet prior to pupil progress meetings termly	
Tracking systems are used effectively by teachers to identify and target barriers in learning to	NH/EW	NA	Dec 24 April 25	Continue termly progress meetings held with greater focus on vulnerable learners and support being provided	

ensure all pupils achieve their full potential. (FSM)	EW		October 24 Dec 24 Feb 25 April 25 May 25	Monitor progress half termly and provide challenging targets and support where needed	
The school ensures that all pupils, including those at risk of adverse outcomes, identified as barriers to progress have opportunities to achieve the highest levels (FSM)	EW	NA	Sept 24 Jan 25 April 25 Ongoing as necessary	Continue child centred termly meetings with families Targeted Teacher support in class	
Tracking systems are used effectively by teachers to identify gender gaps to ensure equality	CS	SDP time	July 24	Identify potential gender gaps in maths	
	CW/MW	SDP time	July 24	Identify potential gender gaps in reading, oracy and writing.	
	CS & CW	CS & CW SDP & supply x2	Sept 24	Meetings held with teachers to identify support needed to target pupils	

Our broad and balanced 'curriculum for our community' is embedded and infused across the school	CED	SDP time	March 25	Reconnect with stakeholders to review curriculum vision	
		SDP time	December 25	Review current curriculum to ensure it engages all genders equally	
		SDP time	Ongoing throughout the year	Increase religious celebrations across the school.	
		CSC supply cover PL grant	September & Ongoing	Become part of the DARPL Advocacy Network in order to sustain anti-racist practice	
		CSC supply cover PL grant	Ongoing project throughout the year	DARPL Community of Practice to share good practice and decolonise the curriculum, and ensure teaching of inclusion	
	MW	NA	October	Update community and enterprise engagements possibilities that will enhance the curriculum	
	CED	NA	WT July '26	Further embed rights based approaches on the school's journey to Gold award.	
Pupils use Welsh oracy skills very effectively across the school	CW	SDP time	July 24	Data analysis for Welsh oracy Rec-Yr6	
		Staff meeting	November 24	Whole school feedback on new assessment for Welsh oracy (Seesaw)	
		Supply x1	Spring 25	Opportunities for staff to observe Helpwr Heddiw/ Welsh sessions to share best practice and ensure whole school consistency.	

		SDP School visit PL grant	Spring 25	Establish a link with Welsh medium school allowing children to participate in activities to promote Welsh oracy skills.	
Cynefin is a strength of the school where pupils have a strong sense of identity	CE-D/CW	Twilights	Autumn Term	Identify what Cynefin looks like at Rhydypenau Welsh identity & multi dimensional	
				Evaluate current curriculum to ensure our pupils understand their heritage	
				Update LTP to show Cynefin	
				Displays reflect and celebrate diversity across our school Develop communal environments to reflect 'home from home' vibe (Hygge Approach)	
M&N Raise standards in reasoning in line with procedural.	CS	SDP time	July 24	Analysis of reasoning and procedural personalised assessment data in Summer 2024 and Autumn 2024.	
	CS	Supply x1 PL grant and SDP time	Sept 24	Working party to refine school level curriculum; identifying non-negotiables.	
	CS	Staff meeting	INSET Autumn 24	Staff training to develop a broad range of resources for reasoning and problem solving in line with Welsh curriculum and PA.	
	CS	NA	Autumn 24	Identify any staff training needs.	

	All staff	Staff meeting and PPA	Autumn 24 School visit PL grant	Opportunities for discrete reasoning and problem solving to be identified on LTP.	
	CS	SDP	October 24	360 monitoring; progress, standards and coverage	
				AOLE monitoring	
Bring together best practice using a broad range of resources with WR strategies at its core, ensuring all pupils achieve their full potential.	CS	SDP	Autumn 24	Working with cluster schools and research calculation policies to identify best practice and commonalities including	
		See above Supply x2 and SDP	September	Working party to develop key WR teaching strategies that are built on across the school; PV, Addition & Subtraction, Multiplication & Division, Fractions Decimals & Percentages; calculations policy	
Reduce the gender gap in reading	All Staff	Progress Meetings	Termly	Each year group to identify gender gap and target (if appropriate) before/during progress meetings.	
	KS2 teachers JR		Autumn 24	Introduce whole class fiction texts and extracts as part of GGR rotation in KS2 to encourage and inspire boys.	
	KS2 teachers JR		Autumn 24	Introduce whole class fantasy shared fiction texts in KS2 to encourage and inspire boys.	
	All Staff MW/CW/JR		Autumn 24	Parent readers to target groups of boys, supporting reading skills in all year groups.	
	All Staff MW/CW		Autumn 24	Continue to embed reading interventions whole school.	

			October 24	Involvement of pupil voice groups to find out the interests of boy readers.	
Gender gap oracy and writing	All Staff NH & EW	Progress Meetings	Termly	Each year group to identify gender gap and target (if appropriate) before/during progress meetings.	
	MW/CW	Twilight	October 24	Staff to look at our Curriculum and ensure a broad range of boy friendly oracy and writing opportunities are embedded in planning.	
Reduce the gender gap in maths	CS	SDP	Termly	Identify groups of girls to target at the higher level.	
	CS	Staff meeting	Spring24	Identify opportunities in context and M&N planning for pupils to learn about female role models.	
Ensure the continued excellent progress through highly effective and robust monitoring and evaluation of LLC	MW/CW	MW/CW	Autumn Term Summer Term	Monitor progress in all strands of LLC using 360 process	
			September 24	Complete and analyse data SWST in September and July for year groups 1-6 actions identified including targeted support	
Outdoor learning is well developed across the school in all year groups	TE	SDP time School visit PL grant	Autumn Term 24	Monitor and evaluate 2023-2024 outdoor learning from nursery to year 6	
	JE			Identify opportunities - ensure all year groups have planned outdoor learning opportunities. Continue to support staff to map out opportunities for outdoor learning. To create an overview for additional outdoor learning -JE	

				<p>Further develop links with parents and the local community to improve our outdoor environment and outdoor learning opportunities.</p> <p>Arrange visits to other schools to observe good practice .</p> <p>Continue to develop excellent outdoor continuous provision with FL staff-training</p>	
A range of science and technology is taught to improve learning throughout the year	CE-D	NA	Sept 24	Monitor the planning of IT skills across the school (Discrete teaching - where does it happen/how does it happen?)	
		Twilight all staff	Sept 24	Deliver staff training on expectations within IT and DCF Identify any training needs whole school	
An appropriate range of DCF is applied across the curriculum	CE-D	NA	Sept 24	Monitor applied tasks in planning (Sept 23- July 24 evidence) and pupils work to ensure they are broad and balanced across the DCF Strands in all Year Groups	

IA 2: Well-being, Care, Support and Guidance

Reason: National priority/Cardiff commitment to Neuro-diverse friendly city/School priority

Lead responsibility:

Link Governor: Jan Hill

The school provides effective care, support and guidance to ensure that all pupils, including those affected by poverty, including vulnerable learners

EW

NA

Autumn

Introduce termly support meetings with ALN families
Continue with termly FSM family meetings

make strong progress	EW & SB	NA	September	Develop section on school website for promoting emotional health and wellbeing	
	EW & SB	NA	September	Develop section on school website for financial support - who can help and how we can help	
	EW & SB	NA	Autumn	Develop EHW support visual identifying universal, focus and individual offer and place on website for parents to access	
	SB	NA	September	Residentials, trips etc arranged at the start of the academic year to enable parents to pay monthly	
	TE	SDP time	Autumn	Donation station introduced outside wellbeing room: School uniform Clothes Food Household products Toiletries	
	Lewis Fitzgerald	CSC	TBC	Cluster Heads meet with J Welch for advice on creating a cluster approach to equality/inclusion	
A calm environment supports positive behaviour and the wellbeing of learners and staff	ILB	Furniture £500 INSET	Autumn	Neutralise environment by removing a majority of primary colour display boards and replace bright coloured drawers Reduce classroom display boards to ensure they are purposeful and reflect the context Reduce displays in communal areas Revisit agreed menu for wellbeing	
		£200	Spring	Enhance learning areas through extended use of indoor planting	
	EW/NH	Staff meeting	Termly with staff	Monitor the learning environment through learning walk	

	SM	Staff meeting	Autumn 1	Revise display policy with clear expectations	
	Lee Pritchard /ED	Staff meeting	Autumn 1	Create a Hygge consistent approach whole school Training	
	EW/AW	£100	Autumn 1	Re-design offices to become sensory friendly	
	EW	£600	Autumn	Introduce and develop calming stations across the whole school	
	EW	Twilights TA	Autumn	Review and neutralise intervention areas	
	ED/CED	Staff meeting/Twilight	Spring	Deliver restorative practices training for staff	
	ED	Staff meeting/Twilight	Autumn	Introduce and develop a whole school approach to a visual language to support learning	
	ED	Staff meeting/Twilight	Autumn	Introduce a PACE approach whole school through staff training sessions	
	ED	SDP time	Spring	Deliver PACE parent sessions	
Improved attendance	NH, EW & SB Attendance officer	NA	Ongoing	Ensure procedures are carried out: Updated attendance tracker fortnightly SB Reviewed fortnightly for follow actions NH Actions carried out - monitoring/letter 1/ letter 2/ meetings. Monitor EAL group (identified via monitoring) - identify reasons for absence and plans in place	

IA 3 Leadership and Improvement

Reason: National Priority				Lead: N Hammond Lead Governor: N Matthewson	
The performance of staff is well managed to improve their practice and address underperformance where necessary	NH/EW	NA	September	Revise school monitoring systems and share with staff and governors	
			Summer	Introduce informal half termly learning walks conducted by a variety of school leaders (including Senedd groups)	
Professional learning opportunities for staff are well planned and have a positive impact on pupils' learning and well-being	CS	SDP time	September	Professional learning needs identified to reflect the training needs of staff and SDP	
	CS	SDP time	September	Professional learning offer linked to SDP	
	CS	NA	September	Phase meetings, INSET and TWILIGHT to meet the needs of professional learning; professional learning workshops, opportunities to visit good practice in classrooms	
	Staff	Supply costs PL grant	Ongoing	Staff to identify schools of good practice linked to SDP and arrange visits	
	Staff	Supply costs PL grant	Ongoing	Temporary and supply TA's attend training courses (CSC courses available) Permanent staff consider HLTA courses	
Professional learning opportunities for staff are well planned and have a positive impact on pupils' learning and well-being	CS	NA	Autumn	Book staff training to meet the emotional needs of pupils through ELSA.	
	CS	See PL strategic plan	July 24	Professional learning/ training needs identified each year group.	
			Ongoing	Professional learning/training sessions booked	

	CS/CW /ED		Autumn Spring Summer	Intervention timetable developed with ALNCo and reviewed termly	
			October	Interventions logged on Edukey and monitored termly	
All pupils, including those at risk of adverse outcomes, for example those pupils with ALN and barriers to learning, learn and make strong progress			Autumn term	Interventions monitored by AOLE leads	
			Autumn Spring Summer	AOLE leads produce impact report on interventions and share with SLT	
Roles and responsibilities are developed and distributed to meet pupils' needs and bring about improvement in the school's provision	NH SLT CSC	NA	July 24	Roles and responsibilities are reviewed by SLT	
Roles and responsibilities are developed to ensure retention and recruitment of office personnel		Yearly spend	Autumn term	Restructure administration roles (create new post) Create business manager post Review all job descriptions	
		SDP time	Autumn term	EW to support CED & CS through coaching and mentoring in preparation for DHT in Rhydypenau	
		Supply costs PL grant CSC	Autumn term	ED,TE & CW to attend middle leader training CSC training	
	NH	SDP Staff meetings	October	Refine monitoring and auditing procedures Reduced AOLE monitoring for most areas. Move to auditing what matters statements	
AOLE monitoring systems to involve all stakeholders	NH & EW	NA	Autumn	Establish working parties with stakeholders to identify and agree school rules and core values Involve GB members consistently in monitoring procedures	

Ensure consistently high quality an effective whole school communication (office to parents)	AW & SB NH & EW (line managers)	NA	September Ongoing	Clear roles and responsibilities for office staff as detailed in performance management targets Events list completed September Website kept up to date weekly	
Effective interaction, communication and skills set ensure Governance provides effective support and challenge	NM	NA	Autumn Spring and Summer actions	Post evaluation action plan completed	

Appendices: Links to be added

Professional Learning

Community Link (edited)

RVE Link

Outdoor learning

Roles and Responsibilities

Monitoring cycle

Governor approved budget

PDG, PL and Collaboration Grant spending

Curriculum statement

Assessment procedures