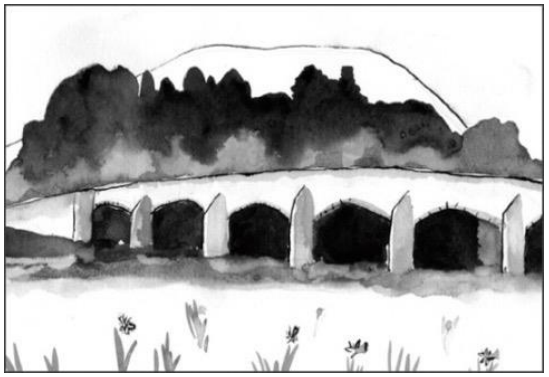
The Federation of Llanfoist Fawr and Llanvihangel Crucorney Primary School
SDP 2025-26



Nurture to Believe; Inspire to Achieve

Vision Statement
To create a happy, nurturing, inclusive, stimulating environment, where all children feel valued and inspired to develop a love of learning, helping them to achieve their full potential.

Chair of Governors: Mr M Davies **Executive Headteacher:** Mr S Davies **Chair School Council: TBC**

SDP Draft Agreed 9/7/25 **SDP Agreed 15/10/25**

- There are 208 pupils in Llanfoist and 60 pupils in Llanvihangel. Llanfoist attendance 94.1% Boys 93.7% *(skewed by 1 boy EOTAS)* Girls 94.5%. Llanvihangel attendance 95.2% Boys 95% Girls 95.4%
- Llanfoist FSM figure is 20% and Llanvihangel 5%. The percentage of FSM children in the school has slowly increased over the last three years. Within the NP7 postcode 50% of households are identified as deprived.
- There are 4 CLA pupils in Llanfoist and none in Llanvihangel.
- In Llanfoist there are 42 pupils on the Barriers to Learning register 20% of the school. 19 of these ALN pupils are also FSM pupils. 0 of these ALN pupils are also CLA pupils.
- In Llanvihangel there are 12 pupils on the Barriers to Learning register 20% of the school. 1 of these ALN pupils are also FSM pupils. 0 of these pupils are CLA.
- In Llanfoist there are 9 pupils EAL. In Llanvihangel there are 0 pupils EAL. Within the NP7 postcode 96.4% of the population are White and 91% can't speak Welsh.
- In Llanfoist there are 14 pupils from the Global Majority. In Llanvihangel there is 1 pupil from the Global Majority.

2024-25	2025-26	2026-27	2027-28
SDP1 Raising Standards: Embed good and excellent teaching of Literacy - writing/ Numeracy/ Welsh across the curriculum. SDP2 Improving Quality of Provision: Develop a whole school approach to Diversity and Anti Racism. SDP3 Improving Quality of Provision Improve provision to support pupils to become independent learners. SDP4 Curriculum Reform: Ensure that teaching is consistently good. SDP5 Professional Learning and SSE: Improve self-evaluation processes.	SDP1 Raising Standards: Embed good and strive for excellent teaching of Literacy/ Numeracy/ Welsh across the curriculum. SDP2 Improving Quality of Provision: Develop a whole school approach to the teaching of reading and phonics. SDP3 Improving Quality of Provision Improve provision and develop pupil skills to support pupils becoming independent learners. SDP4 Curriculum Reform: Ensure that all pupils receive a high-quality curriculum for wellbeing and equity that meets their individual needs.	• Continue to review coverage of the Curriculum for Wales – 4 core purposes, 6 AoLEs and 3 key drivers. • Review the impact of Sounds Write across the school • Use and apply numeracy skills through a wider range of authentic opportunities. • Review and further develop the horizontal and vertical work of 25/26 and identify strengths and areas for development. • Continue to develop Governors professional learning networks to impact on school improvement. • Further embed the Welsh language development strategy. • Continue to review the practice for ALN throughout the Federation as per school policy/ WG guidance.	• Continue to raise standards in Literacy, Numeracy and ICT. • Review links with the community, impact of ACEs, Community Schools and intergeneration links. • Further develop long term plans for professional learning and evaluation for governors and staff in the context of the 4 Purposes to securing accountability for standards, transformational education planning, resource management, self-evaluation and improvement. • Refine research-based pedagogy approaches as a focus of improvement of the curriculum in line with the Professional Standards and SLO findings • Review AoLE provision and best practice to create and maintain pupil digital portfolios to maximise improvements in standards across the curriculum.

Some of the SDP focuses 25/26 have started in the academic year 24/25 and will be embedded this year. Many of these have on-going focuses from the development of the PIAP from the Estyn recommendations January 2023.

SDP Impact review 24/25

Priorities	Impact
SDP1 Raising Standards: Embed good and excellent teaching of Literacy/ Numeracy/ Welsh across the curriculum.	Numeracy: Research was undertaken to ensure evidence informed and sector leading practice was being used to best support SDP1 by embedding the CPA approach, retrieval and variation theory into day-to-day classroom practices. Training was prepared and delivered to staff in January as mastery of number facts became the focus of the spring term 'sprint'. Following training, resources were prepared and distributed to staff to support the delivery of this SDP priority. Staff surveys, book looks, listening to learners and results of assessments to date, indicate that good progress has been made in most classes. 25/26 To ensure concepts are taught to mastery, continued professional discussions, monitoring and support/training where need is identified, will be required. **Good progress made** Literacy: The introduction of Sounds Write in the Lower Phase has had a significant and positive impact on early literacy development across the federation. The structured approach has proven highly engaging for both pupils and staff. As a result of its success, the programme has now been extended into Year 3, ensuring continuity and progression in phonics instruction. Observations highlight high levels of pupil participation and accurate application of phonics knowledge in reading and writing tasks. **Strong progress made** In Upper Phase, a strong emphasis on grammar and sentence construction has led to marked improvements in writing quality across the curriculum. Many pupils are now consistently writing accurately punctuated sentences, demonstrating a more secure understanding of sentence structure and its key components. Teachers effectively use a range of sentence knowledge teaching tools to inform planning and delivery, ensuring grammar instruction is purposeful and embedded. Many pupils confidently apply their sentence construction skills across all subjects, resulting in coherent, well-structured writing in both English and wider curriculum areas. Pupils report increased confidence in their writing and enjoy experimenting with sentence structures to enhance their work. Teachers report that the structured approach to sentence teaching has improved pupil outcomes and made grammar instruction more purposeful and engaging. **Good progress made** All classes undertake purposeful Welsh oracy games as part of daily Welsh sessions. Most staff are planning effectively using the language continuum and school list of language patterns linked to the pillars. Almost all staff are using the sentence builder/EPI pedagogies well. All classes across the federation have had targeted Welsh sessions with 1 staff member following her sabbatical training, using sentence builders and the EPI approach. Staff meetings have been attended by all teaching staff and time and support given to complete appropriate sentence builders for their year groups. During listening to learners, almost all pupils across the federation had a very positive attitude to Welsh and were confident and very enthusiastic about the games and activities they were completing in class. Most pupils said that sessions/games from staff were followed up and repeated by their class teacher. Very few pupils reported that they only do Welsh once a week with a cover member of staff and this was not followed up by the substantive teacher. **Good progress made**
SDP2 Raising Standards: Develop a whole school approach to Diversity and Anti Racism.	One member of staff has attended and completed 5 days Professional Learning through the DARPL Enhanced Leadership series at Cardiff Met. SRtRC training has been undertaken through webinars and workshops. INSET day focused to Anti-Racism as PL for staff. Twilight sessions delivered to teachers and TAs to continue to share good practice on our Anti-Racism and Diversity journey. A questionnaire was sent to all staff including Midday Supervisors/office staff to assess confidence in dealing with racist incidents. A racial incident form has been compiled by the Headteacher and shared and regularly reviewed by staff to ensure all staff know how to complete and record any racial incidents correctly. An audit of resources and class areas to support diversity and reflect our school community has been undertaken and recommendations made to staff of those areas to be considerate of through classroom and whole school displays. Staff awareness has been raised to ensure books we share with pupils or as class readers are sharing an element of diversity and inclusion. No Boundaries held a purposeful workshop for pupils in years 5/6 as well as delivering further training and awareness for staff in a staff meeting ensuring a common language and knowledge was known across the Federation. **Good progress made**
SDP3 Improving Quality of	Staff training has ensured appropriate and positive implementation of Literacy/Numeracy and Creative areas within most lower phase classrooms and provision is much improved. Pupil application of skills is improving but this needs to be further embedded in 2025/26. Role play areas in lower phase

Provision Improve provision to support pupils to become independent learners.	classes are purposeful and generally well organised. Many pupils use them purposefully to role play and develop oracy skills. Enabling adults could be more effective in directing or supporting play. Pupils still need to practice specific skills that have previously been taught, focused to PS1/2 and at times need more direction to ensure progression and coverage of skills. Staff visited Georgetown primary to view their independent learning provision. This has been shared during staff meeting and further staff have arranged a visit during the Autumn term. Role play areas in lower phase classes continue to be purposeful and engaging and are well organised. Lower phase pupils are able to add independent tasks on to Seesaw to show Progress at LC. This needs to be fully developed at LF 25/26. Independent learning is beneficial and highly effective in the mixed year 2 & 3 class at LC. Overall, we need to establish what 'independent learning' looks like throughout the lower phase and all staff including TA's need to organise the provision to enable independent learning to take place. **Adequate progress made.**
SDP4 Curriculum Reform: Ensure that teaching is consistently good.	Curriculum reform has remained at the forefront of our journey of progression within the federation. CfW and our Pillars Curriculum are now embedded and being used effectively by nearly all staff. A significant focus on the development of key pedagogical approaches, during nearly all INSET days and most staff meetings has developed continuity within teaching and learning across the two schools. Staff understanding of whole school approaches to a variety of different techniques has increased, with each of the AoLE teams promoting best practice in their area, from retrieval practice in Mathematics and Numeracy, to the EPI approach in Welsh and knowledge progression, supported by the D&T Association through a Brakespear sprint in Science & Technology. Updates to the Teaching and Learning Policy has supported this process, streaming expectations for teachers and improving the efficiency of the link with professional learning. WalkThrus has continued to develop as the core, professional learning offer for staff and this resource is proving to be very effective in developing teacher skill sets. This was evidenced through SLT lesson evaluations in the Summer Term 2025. All teachers engaged with one individual and two group WalkThrus and two additional coaches have been trained and are now utilised in the process. The CSSR documentation is now being used to good effect in monitoring the quality and consistency of teaching and learning. The Headteacher, other SLT members and Middle Leaders have all used this approach to monitor the effectiveness staff commitment to act, following pedagogy training. This practice is now embedded in the monitoring cycle. **Strong progress made.**
SDP5 Professional Learning and SSE: Improve self-evaluation processes.	All teaching staff and HLTA has been actively involved in the Walkthru approach this year this has led to a greater emphasis on personal self-evaluation of teaching and agreements on areas of pedagogy to refine both individually and as a collective. Lesson evaluations completed by the Head have shown all lessons were purposeful in moving learning forward with most learners making appropriate progress. All staff have been involved in several book scrutinies across the year and in all classes positive progress has been reported. It has been identified that retrieval practices in maths were not as focused as needed and this has led to PL and a focus for staff throughout the summer term. Early indications of these interventions have been positive. Summative tests have been used effectively throughout the year by teachers who have purposefully utilise the formative comment section in the reports to plan next steps for learners and improve standards. Class reviews have been utilised effectively this year for SLT to fully understand the progress of all individuals in every cohort. The curriculum is under constat review and throughout summer 2 teaching staff have completed a thorough review of the Pillars which will continue to drive curriculum refinements throughout 2024/25. **Strong progress made.**

Progress with Recommendations from Estyn Inspections January 2023	
R1 Improve self-evaluation processes.	Self evaluation involves all members of staff in a planning day in June. This utilises a range of quantitative data and qualitive judgements from FADE forms and CSSR process. This information directly feeds into the SDP. Throughout the year middle and senior leaders are involved in many aspects of robust self evaluation including, evaluating lessons, reviewing books and listening to learners. **Strong progress made**
R2 Improve pupils' Welsh oracy skills.	Most children report that they felt more confident in using Welsh in class and with their friends. All staff report a greater confidence in teaching Welsh and utilising the EPI approach. The return of the a teacher who has completed the sabbatical has added strength to the PL and provision of Welsh across the Federation. Standards of pupils' Welsh oracy skills are improving and this will increase through 25/26. **Good progress made.**
R3 Improve provision to support pupils to become independent learners.	Staff training has ensured appropriate and positive implementation of Literacy/Numeracy and Creative areas within most lower phase classrooms and provision is improved. Pupil application of skills is improving but this needs to be further embedded in 2025/26. Upper Phase pupils **Adequate progress made.**
R4 Ensure that teaching is consistently good.	All teachers have engaged fully with three WalKThru cycles this year which has improved pedagogy across all classes. The coaches have carried out their roles effectively, providing PL for each teacher involved. A log of WalkThrus completed has been made, with the impact of each cycle proving to be positive, with clear, whole school approaches to the focus areas becoming apparent. **Strong Progress Made**

SDP Rational

Our School Development Plan (SDP) is a pivotal document in the culture, ethos and activities of our school. It is directly linked to our Self Evaluation Report (SER) and focuses on the achievement and wellbeing of pupils through teaching and learning, and leadership and management. The SDP generates a sense of purpose and direction and is used to prioritise actions in order to use staff development time effectively, so that it has the most impact on pupils and the standards they attain. All staff and members of the Governing Body are involved in its preparation. It is available for parents to read. All can share in the forward movement of the school, helping to create a self-improving climate for achievement.

Communication to Governors as to progress of SDP

- 6 meetings per year
- 3 Headteacher reports – Termly
- AGM to share SDP and 3 School Focus Meetings – Termly
- Pupil Voice updates - Termly
- Invitations to lesson observations
- Invitations to learning walks
- Invitations to book scrutinies
- Biannual engagement days