



Drury Primary School Development Plan



<https://www.druryprimary.co.uk/>

The more we learn, the more we know, Ysgol Drury, is a great place to grow!



Our School

Ysgol Gynradd Drury was built in 1974 and is an established primary school set in the heart of the village of Drury, near to Buckley in Flintshire, North Wales. The area has comparatively low levels of unemployment and there are very few socio-economic disadvantaged and low income households.

The school currently has 132 pupils on roll, including 12 part time Nursery children. The school has seven classes arranged as single form entry except for a mixed Years 2 and 3. We have 7.5% ALN and 3.3% ethnic minority children. Almost all children speak English as their first language with one pupil fluent in Polish. There are no children with first language Welsh.



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Vision and Values

Our school motto was created by our pupils and is a sentiment agreed by all who work and learn at the school:

The more we learn the more we know,
Ysgol Drury is a great place to grow!

Our values were collated through a careful process of canvassing pupils, staff, governors and the local community:



Resilient



Respectful




Family



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Our Curriculum Summary at Ysgol Gynradd Drury

Drury Primary's beech tree logo represents our commitment to the nurturing of each individual child as they grow on their journey through the school. We have an inclusive and safe environment where everyone is valued and enveloped in Welsh culture and tradition. We make the most of our beautiful rural surroundings, taking learning outdoors to inspire curiosity, creativity, and provide a deep connection with the natural world.

We realise our vision through the FOUR PURPOSES

- Ambitious, capable learners
- Enterprising, creative contributors
- Healthy, confident individuals
- Ethical, informed citizens

LIFELONG LEARNERS

Vision & Values Gweledigaeth a gwerthoedd

Resilient 🌍

Learners demonstrate increasing resilience during their school journey through carefully planned lessons and experiences.

Respectful 🤝







Learners understand the importance of good manners and positive actions. They empathise with others and look for opportunities to help, care and celebrate the good in themselves and others.


Family ❤️

Learners feel a sense of belonging and an increasing sense of 'Cynefin'.

Breadth and Balance Ehangder a cydbwysedd

All topics planned ensure an experiential curriculum across the curriculum. Our creative curriculum deepens thinking, challenges discussion and fosters inquiry based activities. Whilst ensuring the experiences shared are current, authentic and experiential and including the use of technology for the 21st century.

 Languages, Literacy & Communication	 Maths & Numeracy	 Expressive Arts	 Health & Wellbeing	 Humanities	 Science & Technology
Religion, Values & Ethics		Relationships	Bilingualism	Cross Curricular	



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Evaluation of Previous Estyn Inspection Findings November 2018

Recommendation	Impact Evaluation
R1 – Raise standards in writing.	<p>Impact on learners:</p> <ul style="list-style-type: none">• Nearly all pupils write independently using a wide range of vocabulary.• Most pupils write with good stamina, with ideas developing purposefully over a series of sentences and paragraphs.• More able pupils in years 3 to 6 write accurately, in depth and in an engaging manner that interests the reader <p>Impact on provision/staff:</p> <ul style="list-style-type: none">• Planning reflects purposeful opportunities for extended writing in particular in years 3 to 6.• Regular and planned opportunities for Foundation Phase pupils to write independently and at length.• Weekly “Free Writing” sessions ensure creative opportunities are maximised.
R2 – Ensure that teaching consistently challenges all pupils, especially the more able.	<p>Impact on learners:</p> <ul style="list-style-type: none">• In Year 5&6 children are taking more control over how they present and organise their work. They’re showing confidence as

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	<p>capable, ambitious learners who take pride in their learning journey.</p> <ul style="list-style-type: none"> • Lessons have challenges for pupils to achieve in line with their ability. • Systematic appropriate tracking is used effectively to ensure all groups of learners access the intervention needed to support their needs. • More able and talented pupils are identified during progress meetings and effective planning for those pupils is put in place. <p>Impact on provision/staff:</p> <ul style="list-style-type: none"> • Systematic monitoring by all stakeholders ensures that sufficient challenge is in place • Systematic appropriate tracking is used effectively to ensure all groups of learners access the intervention needed to support their needs. • Must/Should & Could ensures all pupils opportunity to extend work and allows every pupil an opportunity to extend their work.
<p>R3 – Ensure that leaders and governors focus strategically on improving outcomes for all pupils</p>	<ul style="list-style-type: none"> • Regular, strategic Governor meetings includes the evaluation of standards. Full and Subcommittee meetings ensure consistent challenge and support of the Head Teacher.



	<ul style="list-style-type: none"> • The Head Teachers Report to Governors gives a thorough and comprehensive outline of standards of teaching and learning across the school. • The Head Teachers Report to Governors evaluates and details the current position of the school with regard to attendance, safeguarding, health and safety and site issues. • Challenge by Governors is strong and facilitates professional dialogue in a purposeful way. Meeting minutes reflect this clearly and consistently.
R4 - Ensure that self-evaluation and improvement planning identify and address areas for improvement robustly	<ul style="list-style-type: none"> • A robust system of monitoring feeds directly into the school's self-evaluation process. • Monitoring is carried out effectively through a variety of purposeful actions that are used to impact future planning, teaching, training and resources. • Standards are planned in a SMART way ensuring monitoring measures progress over time. • SIP targets show opportunities for distributed leadership. • The effective self-evaluation of the school directly impacts the following years targets and SDP actions. This secures continuous and comprehensive school improvement.



Evaluation of Last Year's Priorities

End of Action Plan Progress Summary Target 1 – To improve reading across the continuum.				
Judgement on progress	Very good	Strong	Satisfactory	Limited
Final Evaluation – see Powerpoint for full evaluation and monitoring evidence. Reflections and Key Conclusions <ul style="list-style-type: none"> • Most pupils show an increased love for reading. • Nearly all pupils have engaged well with the 'DEAR' initiative. • Nearly all pupils choose to free read during 'choosing time.' • Parents have engaged well with reading diaries and reading at home (particularly lower down the school). • Spring personalised assessment scores indicate that 87.7% of learners (Year 2-6) achieved scores within the expected to excelling range bracket for reading. (a score of 86+) 				
Next steps	Responsibility		To be completed by?	
<ul style="list-style-type: none"> • Continuation of target into next academic year – see SIP action plan. 	Kate Owen – Teacher Katie Mullock – Link Governor		June 2026	

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End of Action Plan Progress Summary

Target 2 – To ensure all children are supported and challenged across the continuum.

Judgement on progress	Very good	Strong	Satisfactory	Limited
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Final Evaluation –

Reflections and Key Conclusions

- All teachers have implemented adaptive teaching styles in classrooms using Mike Gershon resources and research to inform CPD.
- All teachers use pupil progress meetings and their own professional judgement to ensure all children are challenged according to their individual stage of development.
- Most children understand the concept of challenge in a positive way.
- Nearly all learners understand the role of challenge in developing and improving their work.
- Nearly all books evidence editing of work and additional challenges to extend their own knowledge and skills.
- Consistent strategies across the school have a positive impact on pupil independence.
- Nearly all children understand what they need to do to improve their work.

Next steps	Responsibility	To be completed by?
<ul style="list-style-type: none"> • Staff to collaborate through book looks to evaluate standards and ensure continuation of success and discussion around future needs or new ideas. • SLT to monitor interventions for ALN, more able and FSM children termly. 	SLT – Elizabeth Jones and Sian Ellis Mo Duffy – Link Governor	December 2025

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End of Action Plan Progress Summary

Target 3 – To raise the profile of RVE in all classes embracing Cynefin across the continuum.

Judgement on progress	Very good	Strong	Satisfactory	Limited
<p>Final Evaluation –</p> <p>Reflections and Key Conclusions</p> <ul style="list-style-type: none"> Nearly all pupils have made good progress in answering Big Questions. Most classes demonstrate a strong commitment to embedding RVE principles in creative and engaging ways. Nearly all teachers are consistently embedding RVE within other subject areas, such as literacy, history, geography, and art. This approach allows pupils to see how RVE themes are interwoven with other aspects of learning. Nearly all lessons in Years 3 – 6, lessons encourage pupils to consider ethical dilemmas and personal values, helping them to develop critical thinking skills. All staff are embracing the opportunities for outdoor learning, which continues to deepen pupils' understanding of RVE while creating meaningful, hands-on experiences that enhance their moral and spiritual development. 				
Next steps	Responsibility		To be completed by?	
<ul style="list-style-type: none"> To further develop an understanding, tolerance and respect for diversity through the SEP Strategic Equality Plan target 3. 	Rebecca Phelps– Teacher Paul Whittaker – Link Governor		June 2026	

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Evaluation of Grant Expenditure 2024-2025

Grant / Activity	Steps	Cost	Evaluation of Impact
PDG EYPDG	<ol style="list-style-type: none"> 1. TA to plan and deliver targeted support for literacy and numeracy in collaboration with the ALNCO and Headteacher. 2. TA to deliver small group support for identified learners. 3. TA to deliver 1:1 support for identified learners. 4. ELSA sessions for children in need of support throughout the school year. 5. TA to attend supervision for ELSA, to plan and prepare sessions. 6. TA to complete evaluation forms and questionnaires for CPD and pupils. 7. Lego Therapy sessions for social interventions. 8. TA to plan and deliver sessions, record and evaluate evidence. 	<p>Pupil Development Grant £9200</p> <p>Early Years PDG = £8050</p>	<ul style="list-style-type: none"> • All the actions have a hugely positive impact on pupils. Impact is measured termly in meetings between the Headteacher, TA and ALNCO. • Pupil engagement and attitudes greatly impacted with positive outcomes and feedback. Evidence gathered through talking to pupils and questionnaires. • Pupil self esteem and self belief greatly improved through sessions. • Pupil attainment improved and skills embedded and revised regularly. • Frequent collaboration with teachers ensures consistency in learning for all pupils. • Pupils feel valued and supported. • Parents value the support for both academic success and emotional wellbeing.

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SIP 2025-2026

Teaching and Learning

Priority 1: To develop maths skills through authentic contexts.

Responsible Person: Jack Crompton

Link Governor: Rebecca Griffiths

Rationale and Links with Self-evaluation finding:

1. Curriculum for Wales

- The new Curriculum for Wales emphasizes real-life application, problem-solving, and developing numeracy skills across the curriculum.
- Authentic contexts help meet the Four Purposes of the curriculum: supporting learners to become ambitious, capable learners and enterprising, creative contributors.

2. Engagement and Motivation

- Using familiar, meaningful situations (e.g., shopping, cooking, sports, local community projects) makes maths relevant and interesting.
- Learners see the purpose behind mathematical concepts which makes activities relevant and relatable.

3. Transferable Skills

- Authentic contexts encourage learners to apply maths in real-world scenarios, this develops critical thinking, problem-solving, and decision-making.
- At Drury Primary we strive to promote lifelong learning and future employment.

4. Inclusion and Cultural Relevance

- Contexts can reflect Welsh culture, language, and community, making learning more inclusive and relatable.
- Example: our community events to teach concepts like measurement, statistics, and budgeting.

5. AOLE's

- We will look for ways to plan meaningful activities across the curriculum and continuum.
- This interdisciplinary approach strengthens understanding and shows how maths underpins many aspects of life.

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Action	Persons Responsible	Timescale	Desired impact/ Success Criteria	Ongoing Evaluation
Analyse national test data – diagnostic tool	JC Link Gov	Autumn term	JC to use diagnostic data to interpret pupil performance, strengths and any gaps in knowledge.	
Numeracy Lead to review completed Numeracy cross curricular tracker document for previous academic year and provide feedback to staff.	JC	End of each term	Identify areas in need of development and gaps in coverage.	
Collaborative planning sessions. Included in these sessions will be a calendar of events that are considered excellent opportunities to apply	JC	Before planning completed at the start of each term	Staff to discuss opportunities for teaching of authentic contexts including upcoming school events.	

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cross curricular skills in authentic contexts				
Staff training to review numeracy skills cycle as well as recovering Numeracy and Mathematics in Drury presentation.	JC	Autumn term	JC to deliver staff training on the delivery of numeracy skills using the skills cycle diagram. This will include example of authentic contexts, a review of resources available, maths oracy strategies and further problem-solving strategies that can be used in the classroom.	
Develop pupil strategies <ul style="list-style-type: none"> • Talk for problem solving ✓ Problem solving support grid 	JC	Autumn term	Pupils to be provided with strategies and support material to enable them to solve problems set in a variety of contexts.	
Weekly reasoning challenges	JC	Starting Autumn term	Pupils to participate in regular problem-solving activities to develop their skills and confidence in solving a variety of questions.	
Assertive mentoring	JC	Starting Autumn term	A whole school approach to developing Numeracy skills on a weekly basis with regular tracking of pupil's progress. Promote independent application of skill.	
Reflection of resources available and used regularly in class	JC	Autumn term	Staff have access to an extensive supply of numerical reasoning and problem-solving activities and supporting documents to support them in providing effective pedagogy across all numeracy skills. JC to investigate	

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			effectiveness of using resources and any gaps in support materials.	
Book look	JC	Spring/Summer term	JC to conduct a book look, focusing on the numeracy skills cycle, starting in maths books and progressing through to topic books. Evidence will also be looked at on class seesaw.	
Sharing good practice internal/lesson observations	JC	Spring/Summer term	JC to conduct lesson observations to assess development of numeracy skills cross curricularly in authentic contexts.	
Review and evaluation of classroom displays via learning walk.	JC	Spring/Summer term	JC to review displays in each class to encourage effective use of working wall and support resources.	
School to school collaboration and sharing of best practice.	JC	n/a	JC has already met with one school to share processes and best practice and will continue to seek opportunities to collaborate with other settings through cluster meetings.	
Collection of best practice authentic contexts.	Teaching staff, overseen by JC	As and when examples of best practice take place.	Staff to add to a collection of best practice to be used as an exemplar document for others to use.	
Staff to complete cross curricular numeracy skills tracker in twilight session	JC KO JW	End of each term	Identify areas in need of development and gaps in coverage.	

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End of year assessment analysis of national test results- diagnostic tools	JC	Summer term	Identify areas of progress and those in need of further development using diagnostic data.	
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Teaching and Learning

Priority 2: To develop reading skills with a focus on word recognition and language comprehension.

Responsible Person: Kate Owen

Link Governor: Katie mullock

Rationale and Links with Self-evaluation findings

Reading will remain a whole-school priority for the second consecutive year. As of February 2025, it was identified that the sole focus for the remaining academic year would be to foster a culture of reading for pleasure and enjoyment. This included raising the profile of reading across the school and embedding it into the ethos of daily learning, whilst establishing reading areas and increasing curiosity around books throughout the school. Learners responded positively and demonstrated strong engagement, helping to raise the profile of reading for pleasure across the school. Whilst personalised reading assessment scores show positive trends overall, analysis reveals that there are still specific strands and skills that require further attention. Further recent evaluation has highlighted that reading levels continue to impact some learners' ability to access numeracy word problems and reasoning tasks effectively. This barrier to understanding is particularly evident when pupils are required to interpret multi-step problems or extract key information from written contexts. These findings reinforce the need to continue to prioritise reading development, not only as a standalone skill but as a foundational tool for success across the curriculum. Spring personalised assessment scores indicate that 87.7% of learners (Year 2-6) achieved scores within the expected to excelling range bracket for reading. (a score of 86+)

Action	Persons Responsible	Timescale	Costs	Desired impact/ Success Criteria	Ongoing Evaluation
To develop skills in word recognition from Nursery to Year 2.	All teaching staff	Evidence of best practice will be		Staff will use the Scarborough Reading Rope Approach (recognised as a foundational framework in the science of reading) to develop pupils' word recognition skills	

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		monitored termly		Follow Floppy's Phonics scheme and newly purchased reading books to develop letter recognition, phonological awareness decoding and sight words	
To develop comprehension skills from Year 3 to Year 6.	All teaching staff (monitored and lead by KO and Link Governor KM)	Evidence of best practice will be monitored termly		<p>Staff will use the Scarborough Reading Rope Approach (recognised as a foundational framework in the science of reading) to develop pupils' language comprehension</p> <p>From Year 2 upwards, each class teacher will complete a group skills profile analysis following the completion of their personalised reading assessments. This will help to tailor and address any misconceptions and provide increasing opportunities to explore comprehension skills that require further practise and support Learners that require further support/intervention with word recognition will continue to</p> <p>receive additional support to form the basis of their reading through phonics sessions (PAT)</p>	

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To continue to strengthen opportunities linked to reading throughout the curriculum/school day.	All teaching staff (monitored and lead by KO and Link Governor KM)	To be completed regularly throughout the school year	Transport to the library (PTA)	To continue to adapt the strategy of 'Drop Everything And Read' (DEAR) throughout the school to promote enjoyment and fluent readers All staff to model a love for reading to inspire pupils and encourage confident readers (class novel and class swap) Continue to strengthen links with Buckley library (visit), The Berwyn Bookshop and Mold Bookshop as well as author visits	

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Wellbeing, Care Support and Guidance

Priority 3: To develop opportunities for pupil voice to make valuable contributions to school improvement.

Responsible Person: Elizabeth Jones

Link Governor: Maryanne Evans

Rationale and Links with Self-evaluation findings

Pupil voice and school councils play a crucial role in school improvement, especially in the context of primary schools in Wales, where learner participation is a key principle of the Curriculum for Wales and the Welsh Government's rights-based approach. Pupil voice at Drury was strong in the planning process but showed potential to be a far greater influence on school improvement strategies.

1. Aligns with Children's Rights

Wales is committed to the UNCRC (United Nations Convention on the Rights of the Child), which emphasizes the right of children to express their views in matters affecting them.

School councils provide a formal structure for this, ensuring pupils have a say in decisions about their learning environment.

2. Improves Engagement and Well-being

When pupils feel heard, they are more engaged and motivated.

It fosters a sense of belonging and ownership, which supports well-being, a core area of the Curriculum for Wales.

3. Enhances Teaching and Learning

Pupil feedback can highlight what works and what doesn't in teaching strategies, classroom resources, and school policies.

This helps schools adapt approaches to better meet learners' needs.

4. Develops Key Skills

Participation in councils builds communication, leadership, and problem-solving skills.

It supports the Four Purposes of the Curriculum for Wales, particularly helping learners become ethical, informed citizens and enterprising, creative contributors.

5. Strengthens School Improvement Planning

School councils can contribute to self-evaluation and school development plans by providing authentic learner perspectives.

6. Promotes a Positive School Culture

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Encourages collaboration between pupils, staff, and governors.
Builds trust and transparency, making the school community more inclusive.

Action	Persons Responsible	Timescale	Costs	Desired impact/ Success Criteria	Ongoing Evaluation
To create a School Council with a clear vision. To share this vision with all stakeholders.	School Council members			Pupils leading others in the realisation of our 3 vision words and school ethos. Pupils develop skills needed to become active citizens. Respect Resilience Family	
To develop the skills of the council in order that they may take ownership of certain school improvement targets. For example to review the marking and feedback policy and its impact on learner independence and improvement.	School Council members			Meaningful and purposeful pupil participation. Discussion and decision making skills improved. Pupils contribute to debate and influence decisions.	
To ensure the pupil voice is well represented and heard by all stakeholders.	School Council members			Link to Belonging Strategy and schools positive relationships. Deliver presentation at Full Governors Meetings each term. Relationships further improved.	

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To improve all pupils mental health and wellbeing.	School Council members			Link to SEP targets.	
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Summary of Grant Expenditure 2025-2026

Grant / Activity	Steps	Cost	Evaluation of Impact
PDG EYPDG	<ol style="list-style-type: none">9. TA to plan and deliver targeted support for literacy and numeracy in collaboration with the ALNCO and Headteacher.10. TA to deliver small group support for identified learners.11. TA to deliver 1:1 support for identified learners.12. ELSA sessions for children in need of support throughout the school year.13. TA to attend supervision for ELSA, to plan and prepare sessions.14. TA to complete evaluation forms and questionnaires for CPD and pupils.15. Lego Therapy sessions for social interventions. TA to plan and deliver sessions, record and evaluate evidence.	Allocation for 2025/26 is £17,230 £11,500 for 10 pupils and £5,820 for smoothing	

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Monitoring Timetable 2025-2026

Term 1	Term 2	Term 3
<p>Link Governor (including learning walk, environment, talking to learners) Maths 27/11/25</p> <p>Pupil Progress Meetings wk beg 3/11/25</p> <p>JC Maths monitoring 2/12/25</p> <p>KO English monitoring 4/12/25</p>	<p>Link Governor Maths 27/11/25</p> <p>SLT Book look 15/1/26</p> <p>Talking to learners 12/3/26</p> <p>Pupil Progress Meetings wk beg 16/3/26</p> <p>JC Maths monitoring 9/2/26</p> <p>KO English monitoring 9/2/26</p>	<p>SLT Self-evaluation meeting 2/7/26</p> <p>Environment walk and talking to learners 15/6/26</p> <p>Pupil Progress Meetings Wk beg 29/6/26</p> <p>JC Maths monitoring 11/5/26</p> <p>KO English monitoring 11/5/26</p>
<p>Link Governor English (including learning walk, environment, talking to learners) 21/11/25</p>	<p>Link Governor English 21/11/25</p> <p>SLT Dates Book Look 15/1/26</p> <p>Talking to learners 12/3/26</p>	<p>Self-evaluation meeting 2/7/26</p> <p>Environment walk and talking to learners 15/6/26</p>
<p>School Council Meetings ongoing every 2 weeks (including learning walk, environment, talking to learners)</p> <p>Link Governor School Council 12/12/25</p>	<p>School Council Link Governor meeting. 26/3/26</p>	<p>School Council reflective exercises 22/6/26</p> <p>Self-evaluation summary CoG meeting 9/7/26</p>

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Professional Development Plan 2025-2026

<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
Safeguarding Group B	Safeguarding HWB training	Evaluation of Jane Ashman tool to track training and identify areas for development.
Cluster Work	Cluster work	Cluster work
NPQH	NPQH	
HLTA	HLTA	HLTA
Heads Supervision Pilot	Heads Supervision Pilot	Supervision strategies in house with teachers
HWB Playlists Nursery Provision	HWB Playlist	Reflection
Trauma Informed Practice network sessions.	Trauma Informed Practice network sessions.	Trauma Informed Practice network sessions.
Personal research, Best Practice Guides, thematic reports from Estyn	Lesson observations Triad sessions – peer to peer	Evaluation of performance management targets
In house CPD – strengths of staff	SIP – Maths coaching/monitoring SIP – English coaching/monitoring	SIP – Maths coaching/monitoring SIP – English coaching/monitoring

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Additional Priorities

Priority	Rationale	Action	Person Responsible	Time Scale	Cost	Intended Impact	Evaluation
Bilingualism National Priority	Silver Award by June 2026	Campus Cymraeg	MR	Ongoing	£1500 into budget to release staff.	Fluency across all AOLE's both inside and outside the classroom setting.	
Belonging strategy LA Strategy	A sense of belonging improves stakeholder engagement, commitment and attitudes to learning.	Head Teacher to work as part of steering group to develop at school and LA levels.	EJ	Ongoing	NA	Improved attendance, wellbeing of staff and pupils impacted positively which has helps to raise standards across the school and in the local community.	
Trauma Informed Practice Belonging LA Strategy	Understanding pupil behaviours better.	Head Teacher to engage with TI network and feedback to setting through staff meetings.	EJ (staff)	Ongoing	NA	Staff consider trauma as a trigger for challenging behaviours and understand how to better support individuals. Staff consider each other in a measured way, understanding behaviours	

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						and how to support colleagues.	
To create opportunities to work with other settings on SIP through an SLO approach. Teaching and Learning	Schools with SIP targets in common will be stronger working together. This can be within and outside of the cluster.	Sharing expertise, good practice, research findings and resources can work collegiately to raise standards for all children.	SLT	June 2026	NA	Teachers working as professionals to raise standards and exemplify excellent practice in a supportive and mutually beneficial way.	
To use the Jane Ashman tool to train and track staff with regard to Safeguarding	Safeguarding training is mapped and evidenced in a clear and coherent way.	Accessing training throughout a 2 year cycle to fully imbed new knowledge in a manageable way.	SLT and all staff	July 2027	£250	Staff take ownership of their training and courses are distributed across the 2 year cycle allowing training to be more powerful and effective.	

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Long Term Strategic Priorities 26-28

2026-2027	2027 - 2028
Teaching and Learning	
To develop writing pedagogy across the school. SIP 2 Reading – A balanced approach to reading, which develops both word recognition and language comprehension, is essential for pupils to be able to read.	To develop writing pedagogy across the school. Building on previous year's SIP target to develop writing, monitor the effectiveness of the strategies in place and look for purposeful ways to further improve standards.
To work towards the Cymraeg Campus Award Welsh Government Language Strategy	To achieve Gold status Welsh Government Language Strategy
Leading and Improving	
Evaluate and improve tracking documents to monitor progress and skills coverage over time. Curriculum for Wales – Raising Attainment	Peer Inspector training Welsh Government – Strengthening School Leadership
Develop NPQH/HLTA staff and support course and training (LA CPD) Welsh Government – Strengthening School Leadership	DCF: Foundation for future learning: It provides a foundation for future learning and adaptation to new technologies throughout their lives. Hosting events for local schools to showcase good practice in DCF across the school.

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Well being, care support and guidance.	
<p>Cluster Transition Initiative: To work on transition strategies to support all learners as they move to Year 7 with a focus on vulnerable groups or those with mental health needs.</p> <p>Belonging Strategy: To further develop cultures across the school and local community to improve pupil wellbeing and engagement.</p>	<p>Cluster Transition Initiative: To work on transition strategies to support all learners as they move to Year 7 with a focus on vulnerable groups or those with mental health needs.</p>

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