

# Townhill Community School

## Putting Children First

**2025-2026 SDP theme:**  
"Every Child, Every Chance"



**Chair of Governors:** Mrs Janet Chaplin

**Headteacher:** Mr Peter Owen

**Deputy Headteacher:** Mrs Leah Gadd

**Local Authority School Improvement Advisor:** Mrs Kerry Thomas

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# SDP September 2025 to July 2026

## Townhill Community School SDP 2025-26

### *Curriculum for Wales: The context for improvement. Vision for Successful Schools under the Curriculum for Wales*

Learner Progress is central to the Curriculum for Wales, so progression needs to have similar importance within evaluation and improvement activities, and accountability processes. The School Improvement Guidance suggests that schools use the following 2 questions as a starting point for their improvement activities:

- 1. Are learners progressing in the ways described in the principles of progression, supporting them to develop towards the four purposes?***
- 2. Is the pace of learners' progress in line with the expectations of teachers and the curriculum?***

The new 'national priorities', which schools must have regard to when setting their improvement priorities, will be:

- ***improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience***
- ***reducing the impact of poverty on learners' progression and attainment***

To support schools to navigate this new context, eight contributory factors have been set out describing key attributes that schools that are successfully realising the curriculum will possess.

- 1.** Enabling all learners, and in particular those from disadvantaged backgrounds, to progress along their own learning pathway and raise their aspirations to achieve their full potential; allied to a range of assessment approaches to understand and support this progress.
- 2.** Co-constructing a curriculum, in line with the Curriculum for Wales Framework, which promotes a broad range of knowledge, skills and experiences (including social and interactional experiences) with a clear understanding of why these matter.
- 3.** Ensuring the school environment supports learners' and practitioners' well-being.
- 4.** Supporting practitioners' understanding of what works in curriculum design by investing in the enquiry and pedagogic skills of all staff.
- 5.** Enabling ambitious professional learning for all practitioners in a school dedicated to being a learning organisation.
- 6.** Embedding reflection, self-evaluation and improvement within schools, with good school leadership as a pre-condition for that.
- 7.** Being at the heart of their communities - building better relationships between schools and families, communities and employers, to support and promote educational achievement and excellent employment, next steps education and training.
- 8.** Listening to children and young people as they engage with their learning and supporting them in achieving their aspirations.

# Townhill Community School

## SDP 2025-26

### School Vision, Mission, Aims and Values

Our **vision** is to be an **inspirational** organisation in which **every member** of the community feels a sense of **belonging** and **purpose** to **develop** their knowledge, understanding and skills to be **lifelong learners**

Our **mission** is to ensure **everyone** feels **valued, supported** and develops a **love of learning**, in order to set themselves **high standards** and **aspirational goals** to maximise their **potential**

#### Children

1. To come into an environment that is **inviting, safe, stimulating** and **nurturing to inspire learning**
2. To feel **included, heard, cared for** and **motivated** to learn
3. To love **challenge**, have **high expectations** and be **empowered** to achieve their **aspirations**

#### Staff and Governors

1. To ensure **everyone** feels **valued, cared for** and **supported**
2. To provide **opportunities to grow personally** and **professionally** and **help others** in their journey
3. To be able to **collaborate** with others to develop **innovative** and **inspirational** practice

#### Parents and the Community

1. To ensure **everyone** feels **welcome, valued** and has a sense of **belonging** in the school
2. To provide **learning opportunities** for all
3. To nurture an atmosphere of **mutual respect** between **all members of our community**

- In every decision, put the **children first**
- Show **respect**, be **inclusive**; **listen** to understand the views and opinions of all
- **Persevere** in the face of challenge; show **resilience** when dealing with adversity
- Be a **team**; put the needs of others before our own
- Show **kindness** and always act with **honesty** and **integrity**
- Ensure every day is a **fresh start** for all

## Townhill Community School SDP 2025-26

### School Context

- 487 pupils aged 3-11 including 56 who attend the nursery class part-time (numbers at 08/10/25)
- Staffing: 25 Teachers (20 FTE), 39 Teaching Assistants, 1 FLO, 2 Office Staff, 1 Caretaker, 5 Cleaners, 7 Kitchen staff, 10 Lunchtime Staff
- There are 19 classes, including 2 nursery classes and 2 STFs and The Brynbach (a pilot project run for the LA to support pupils across the cluster of schools with significant ALN)
- 10.7% A-E EAL, 9.4% A-C EAL (numbers at Plasc 2025)
- 0 pupils speak Welsh as their first language
- 51.3% eFSM (statutory school age only - numbers at Plasc 2025)
- 94.6% of pupils are in the 30% most deprived area in Wales (numbers at Plasc 2025)
- 93.2% of pupils are in the 20% most deprived area in Wales (numbers at Plasc 2025)
- 19.3% ALN, (numbers at Plasc 2025) - Swansea 9.0%.
- Date of last inspection was February 2019
- Attendance 89.6% in 24/25, below the Swansea average of 92.1% for Swansea primary

### TCS Overview of Self-evaluation

Wellbeing, equity and inclusion	Curriculum, Teaching and Learning	Vision and Leadership
<b>Strengths</b>	<b>Strengths</b>	<b>Strengths</b>
<p>The school is an <b>inclusive, caring community</b> where everyone's <b>well-being is a priority</b>, this is an exceptionally strong feature of the school's provision.</p> <p>Nearly all pupils settle into school life easily, due to the exceptionally supportive atmosphere generated by leaders and staff. This contributes significantly to <b>pupils' engagement</b> in school and their <b>readiness to learn</b>.</p>	<p>The school's <b>provision for learning</b> is good. Nearly all pupils have opportunity to access a <b>wide range of learning experiences</b>, which develop their basic skills effectively.</p> <p>Many pupils seize the opportunities to <b>engage in a rich, authentic and dynamic curriculum</b>, including extra-curricular activities.</p> <p>Most pupils <b>make good progress</b> overall, including those with additional learning needs and those who</p>	<p>Leadership is distributed very well across the school. As a result, nearly all staff have been <b>empowered</b> to drive purposeful change and raise standards</p> <p>Leaders have <b>clear roles and responsibilities</b>, and develop an honest, open and <b>trusting team</b> ethos. The wider staff feel <b>listened to</b> and <b>contribute positively</b> to the strategic direction of the school.</p> <p>Leaders set <b>high expectations</b> for staff and pupils and ensure that staff and pupils alike reflect on their</p>

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<p>The school makes <b>effective provision for pupils with ALN</b> and utilises partnerships with external agencies well to ensure all pupils make good progress. Teachers adapt learning suitably to meet the needs of pupils with ALN. They deploy support staff appropriately to provide appropriate interventions to develop pupils' skills.</p> <p>The <b>school's STF is an outstanding example of ensuring pupils are included</b> in mainstream provision where opportunities arise to strengthen their sense of belonging.</p> <p>The school's <b>provision for pupils with emotional and behavioural difficulties is excellent</b>. A dedicated team support pupils with high quality intervention and ensure they are regulated for learning.</p>	<p>are eligible for free school meals, despite nearly all pupils knowledge and skills <b>below those expected for their chronological age</b> when they enter the school.</p> <p>Teachers place <b>strong emphasis on promoting pupils' literacy and numeracy skills</b> across the curriculum through independent challenges and activities.</p>	<p>learning to set appropriate targets for <b>personal improvement</b>. The principles of Schools as Learning Organisations underpin the school's strategic vision and ensure that <b>all stakeholders</b> are continually involved in <b>self-evaluation, planning for improvement</b> and engaging in <b>high quality professional development</b> to best meet the needs of the community.</p> <p>Nearly all staff <b>engagement in professional learning opportunities is of an exceptionally high level</b>, due to leaders developing a bespoke professional learning menu for both the school and cluster of schools. As a result, hundreds of staff from across the area have high quality, bespoke professional learning.</p>
<p><b>Areas for development</b></p>	<p><b>Areas for development</b></p>	<p><b>Areas for development</b></p>
<p>Develop effective <b>targeted and focussed programmes</b> to support specific ALN needs and measure their progress</p> <p>Ensure <b>assessment systems</b> are used to monitor groups of learners and further identify pupil needs</p> <p><b>Improve attendance</b> for nearly all groups of learners</p>	<p>Give <b>pupils a greater voice in planning</b> for authentic and purposeful learning experiences</p> <p>Strengthen pupils' skills in using the <b>Welsh language</b> and understanding the culture of Wales</p>	<p>Develop and strengthen the senior leadership team's understanding of non-curricular related leadership activities. For example, <b>health and safety, finance</b> and strategic use of assessment information.</p>

### *Context of the School Development Plan*

The School Development Plan has been created within the guidelines of the Framework for Evaluation, Improvement and Accountability

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Information and Evidence for ‘improvement planning’ has been gathered and evaluated through honest, robust, evidence-based self-evaluation arrangements. All self-evaluation activities are stored on the school’s sharepoint and are available on request. The 3 main purposes for the use of this information is for:

**Improvement** – for the learner

**Accountability** – for governance purposes

**Transparency** – for the wider citizen – telling them how well the school is doing

This plan was written after consultation and input from the all stakeholders. The consultation was carried out through INSET days, questionnaires and school council meetings. Due regard is given to the school’s comparative data and pupil outcomes when creating the plan.

The plan is formulated as part of the school’s self-evaluation procedures. The duration of this plan is from September 2025 to July 2026. All grant funding referred to in this plan is to be spent by March 31<sup>st</sup> 2026 (unless grant provider allows carry forward).

The governing body will seek to meet the school improvement targets for the current school year by working with:

- Pupils at the school and their families; and
- People who live and work in the locality in which the school is situated

Governors will monitor the progress the school is making in meeting the agreed targets, where appropriate joining in self-evaluation activities, such as learning walks and book looks. Progress against the plan is reported in each Headteacher’s Report to Governors and through the work of the various governor committees. The plan is reviewed and updated annually. Digital copies of the plan are given to the Governing Body and every member of school staff. A summary is available to other stakeholders on request.

### Curriculum for Wales – the context for improvement

#### National Priorities

Content	Evidenced in SDP		Reference To Strategic Priority
Framework on embedding a whole-school approach to emotional and mental well-being	Yes	No	3
Cymraeg 2050: A million Welsh speakers	Yes	No	2

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Additional Learning Needs and Education Tribunal (Wales) Act 2018	Yes	No	3
Supporting learner progression: assessment guidance	Yes	No	2

Grant Finance 2025-26

Source of Funding	Purpose	Sum	SDP Priorities	Spent on
<b>School Standards Grant</b>	Ensure each pupil profits from excellent teaching and learning, focusing on <ul style="list-style-type: none"> <li>• Improving Literacy</li> <li>• Improving Numeracy</li> </ul> Breaking the link between disadvantage and educational attainment	£223,965	Priority 2 Priority 3	NB – All of the SSG for 2024 -2025 is allocated to staffing the Foundation Phase
<b>Pupil Development Grant</b>	Reducing education inequalities and a focus on Equity and Wellbeing for every learner  Breaking the link between disadvantage and educational attainment.	£329,425	Priority 2 Priority 3	KS2 TA staffing to support in group sizes Thrive staff, training and resources Trips and visits FLO role to engage families Reducing the impact of poverty TLR3
<b>Curriculum Reform Grant</b>	Continue the process of education reform, and ensure educational inequalities narrow and standards rise	£6,162	Priority 2	Releasing staff to attend courses and put together medium-term plans Develop a school tracking system to support groups of learners

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<b>Professional Learning</b>	Release of teachers and TAs to engage in professional learning activities	£9,338	Priority 1 Priority 2 Priority 3	Leadership time for TLR2 and half termly for TLR3 to prepare focused PL activities for staff
<b>Hwb Grant (ICT equipment)</b>	Update and renew ICT hardware	£12,125	Priority 2	ICT hardware updated
<b>ALN Funding</b>	Strengthen provision for specific interventions	£10,474	Priority 3	Interventions set up to provide targeted support for many groups of learners

Code	Townhill Community School SDP Headline Priorities 2024-25	SLT Overall Summary RAYG					
		Au1	Au2	Sp1	Sp2	Su1	Su2
<b>1. Vision and Leadership</b>							
1.1	Develop the leadership potential of others						
1.2	Develop our school ethos, environment and provision to support learners to be physically active and healthy						
1.3	Continue to use our vision of being a 'Community Focussed School' to underpin a shared sense of purpose across all aspects of our work						
1.4	Strengthen assessment to support learning and teaching						
<b>2. Curriculum, Learning and Teaching</b>							
2.1	Improve reading and Phonic standards of all learners						
2.2	Embed the school's grammar progression ladder to improve writing.						
2.3	Engage parents and carers in their children's learning in school and at home						
2.4	Teach explicit vocabulary sessions to improve reading and writing						
2.5	Work collaboratively with cluster Maths and Numeracy leads in developing a shared understanding of progression						
2.6	Strengthen and develop provision for numeracy across the curriculum						
2.7	Monitor and assess digital competency across the curriculum						
2.8	Promote internet safety strategies for pupils and parents						
2.9	The agreed pedagogy of the 'Townhill Way' to continue to be developed across the school						

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2.10	Quality assure our medium-term planning to ensure there is appropriate coverage and clear progression						
<b>3. Wellbeing, Equity and Inclusion</b>							
3.1	Ensure universal learning provision is delivered consistently through a targeted and more focused approach						
3.2	Improve ALN tracking and record keeping						
3.3	Continue to raise overall school attendance						
3.4	Strengthen the contribution pupils make to safeguarding processes and systems						

### Summary of priorities 2025/26

National priorities underpin our school development:

- improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience
- reducing the impact of poverty on learners' progression and attainment

Code	<b>Townhill Community School SDP Headline Priorities 2025-26</b>	<b>SLT Overall Summary RAYG</b>					
		Au1	Au2	Sp1	Sp2	Su1	Su2
<b>1. Vision and Leadership</b>							
1.1	Develop the strategic role of senior and middle leaders across the school						
1.2	Improve our links to the Community, including parents / carers and the wider community of TCS						
1.3	Develop the school's premises to improve the environment, particularly outdoors, for all pupils						
<b>2. Curriculum, Learning and Teaching</b>							
2.1	Embed assessment practices across the school						
2.2	Create a whole-school view of what assessment in TCS looks like via TCS Assessment Toolkit and Assessment Policy						
2.3	Map out progression and assessment in TCS MTPs						
2.4	To develop and strengthen the teaching and provision for problem solving and reasoning						
2.5	To further enhance the impact of WN? statements in writing						
2.6	To raise standards in reading and phonics for all learners by ensuring high-quality, consistent instruction, regular assessment, and targeted intervention						
2.7	To heighten the profile and improve pupils' confidence in using Welsh						
<b>3. Wellbeing, Equity and Inclusion</b>							

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<b>3.1</b>	Continue to strengthen the whole school approach to pupils' mental health						
<b>3.2</b>	Ensure the strategic development of classroom-based interventions, through a more targeted and focused approach						
<b>3.3</b>	Improve the outside yard areas to support ULP/IDP outcomes, during lunchtime play						
<b>3.4</b>	Raise overall school attendance						
<b>3.5</b>	To promote and embed internet safety strategies for pupils, parents and staff						

### School improvement priorities for the next two academic years (2026-2028)

Aspect	Years 2 and 3
<b>Learning – Teaching and Curriculum</b>	<ul style="list-style-type: none"> <li>• Strengthen use of tracking and assessment tool to focus on groups of learners</li> <li>• Improve the environment and outdoor learning opportunities across the yards</li> <li>• Ensure our MAT pupils are consistently challenged</li> <li>• For links with organisations such as Gower College and links with businesses/charities (local and across Swansea) to be embedded, with opportunities for PS3 children to have work experience days</li> <li>• Embed opportunities for pupils to use AI to support them in their learning</li> <li>• Involve the community more in teaching and learning</li> </ul>
<b>Wellbeing / Care</b>	<ul style="list-style-type: none"> <li>• Strengthen ALN provision mapping</li> <li>• Continue attendance drive</li> <li>• ALN Support and provision. How to cater for the vast range of abilities within a year group</li> <li>• Strengthen intervention groups</li> <li>• Strengthen our UP strategies</li> <li>• More of a focus on how we can support children with additional learning needs. Providing support for teachers to ensure that all children are given the best opportunities to succeed.</li> <li>• Communication Boards used by everyone to support inclusion.</li> <li>• Continue to strengthen approach to staff wellbeing</li> <li>• Develop pupils' confidence in leading on some extra-curricular clubs</li> <li>• Strengthen the school's approach to Equality / Anti-Racism</li> </ul>

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<b>Leadership</b>	<ul style="list-style-type: none"> <li>• Develop document to support the induction of new staff</li> <li>• Develop DHT in preparation for potential headship position</li> <li>• Continue to develop role of parents in their children’s education through workshops, volunteers and play</li> <li>• Strengthen community partnerships</li> <li>• Oversee new hall and MUGA area</li> <li>• Review current H&amp;S, safeguarding procedures to ensure that they continue to meet requirements.</li> <li>• Update site security following new hall and MUGA</li> </ul>
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### SDP Action Plan 2025-26

#### Priority 1 – Leadership

**Desired Outcomes:**

- Develop the strategic role of senior and middle leaders across the school
- Improve our links to the Community, including parents / carers and the wider community of TCS
- Promote and use collaboration to improve learning, wellbeing, teaching and the curriculum
- Establish a culture of collaborative learning and mutual respect within and beyond our school
- Develop the school’s premises to improve the environment for all pupils

**Lead Teacher/s:** Pete O, Leah G, Ceri T, Lisa E, Kirsty B, Emma Bu

**Link Governor:** Jan Chaplin

#### Monitoring

Strategic Steps	Outcomes	Monitoring – How? <i>(Lesson observations, learning walks, book looks, monitor planning, analysing data, listening to learners, stakeholder questionnaires)</i>	Who? <b>(Named)</b>	When? <b>(Dates)</b>	RAYG Rating of outcome		
					Au	Sp	Su
	Leadership roles re-established for all teachers	ADDS session	PO / LG	Sep 25			



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<b>1. Develop the strategic role of senior and middle leaders across the school</b>	Nearly all staff completed their Professional Learning Profiles	ADDS session	LG	Sep 25						
	Staff questionnaires completed and analysed to identify skills, strengths and interests of staff	ADDS session	LG	Sep 25						
	Leadership responsibilities discussed and agreed through a coaching conversation in PD	PD records	PO / LG	Oct 25						
	Middle and senior leaders written an action plan with accountability secured for the academic year	Action plan RAYG	PO / LG	Oct 25						
	Staff feel confident within their area of leadership and are able to demonstrate progress and impact	PD reviews Staff questionnaire	PO / LG	Mar 26 / Jul 26						
<b>2. Improve our links to the Community, including parents / carers and the wider community of TCS</b>	SLT to meet parents for a half termly Coffee and conversation	Photos Parent questionnaire	PO / LG / KG	Ongoing						
	Together Tuesdays strengthened and impact measured	Photos Parent questionnaire	KG / HR / TB	Ongoing						
	Most staff to support the Phoenix Centre in the Lantern Parade – providing a visible presence to the community	Photos	All staff	Dec 25						
	WOW Day embedded into the school calendar and many pupils' aspirations improved	WOW Day photos Pupil questionnaire	KG / HR / TB	June 26						
	Strengthen links with Gower College to enrich pupils' vocational skills	Floor books / Dojo	KG / HR / TB	Nov 25, Apr 26, Jun 26						
	Embed Parent Help Hub running alongside Parents' Evenings to continue to signpost to helpful community services	Photos Parent questionnaire	KG / HR / TB	Nov 25, Apr 26, Jun 26						
	PTA used to engage and strengthen parent partnerships, through Fetes, Discos, Bake Off	Photos Parent questionnaires	KG / HR / TB	Ongoing						
	All MTPs to reflect how we make use of the community both contributing to and taking from	MTPs	All teachers	Nov 25						
	All classes sent out a termly 'Curriculum Map' to support parents and carers in their pupils' learning	Curriculum Maps	LE / KB	Termly						

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	All classes host age appropriate 'stay and play' session, inviting parents and carers in to explore strategies for learning in basic skills	Photos Parent questionnaires	KG / HR / TB	Ongoing						
<b>3. Develop the school's premises to improve the environment for all pupils</b>	Certificates received for all appropriate premises' management courses	PL records	PO / LG	Nov 25						
	Meetings attended with the LA and Contractor Pupils' voices considered in areas in which they have contributed	Meeting minutes Pupil voice minutes	PO / LG	Ongoing						
	GB kept updated and informed of the work	GB minutes	PO	Ongoing						
	Appropriate Risk Assessments developed to manage the safety of all stakeholders while works are completed	Risk Assessments Updated operational plans	PO / LG	Jan 26						
	Meetings with the LA taken place regarding the possibility of Third Party Lettings	Meeting minutes	PO / LG	July 26						

### Evidence-base – *Why we have chosen to implement the actions outlined above?*

Townhill Community School is a **Learning Organisation**, we have a strong appetite for learning and a desire to keep improving. We recognise that **distributed leadership** leads to stronger staff engagement, shared responsibility and better outcomes for our pupils. Our Assistant Headteacher has recently been appointed as a Deputy Headteacher in another school, as a result, we have made changes to our leadership structure this year. For us to maximise our potential as a school, we recognise that we must support our **senior and middle leaders** to be effective in their **strategic** roles.

We are a **Community Focussed School**, community is in our name! We value what the community can offer us, and we are always looking for innovative ways we can contribute to the community too. We strongly feel that a big part of being community focussed is **engaging parents** and that parents can make a powerful contribution to raising academic achievement. However, this is very often a challenge for us and will be always be ongoing priority in our school. Though we recognise that by being **consistent**, things are gradually improving. Our vision is to keep going, to listen and respond to the views of our parents and to show them that we are all working towards the same goal.

**Developing our premises** links with our vision for being community focussed. We want our school to be the hub of the community, a place that the community can rely upon to meet their needs during the school hours and beyond. We are excited to move forward with our plans for our 'all-weather pitch' and the new dining hall which will give our children and community access to **high quality spaces** which will enrich their lives.

Resources	Costs	Professional Learning requirements	Costs
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<ul style="list-style-type: none"> <li>• Funding – grants/sponsorships, school budget allocation for community engagement activities/ PTA</li> <li>• Partnerships with businesses, organisations, healthcare providers and higher education institutions</li> <li>• Training and own professional development</li> <li>• Communication platforms – ClassDojo/Facebook/leaflets created by children</li> <li>• Canva school license</li> </ul>	<ul style="list-style-type: none"> <li>• £350</li> </ul>	<ul style="list-style-type: none"> <li>• Middle/ Senior Leadership Development Programme</li> <li>• Relevant external training / courses sought out by individual leads</li> <li>• ‘In-house’ leadership development (Cluster Professional Learning Menu / Adds programme / INSET Days)</li> <li>• Premise management courses for relevant staff</li> <li>• Performance Development (being the Appraiser/ leadership)</li> <li>• Learning from good practice in other schools (links with Clwyd / Clase / Cluster)</li> </ul>	<ul style="list-style-type: none"> <li>• £500</li> </ul>
<b>How can the wider community of the school support and enrich the priority?</b>		<b>What support do we need from others to realise this priority?</b>	
<ul style="list-style-type: none"> <li>• Continue to work with the cluster through our Cluster Professional Learning Menu – giving staff the opportunity to collaborate and innovate to support leadership development, PLCs and the sharing of skills and expertise</li> <li>• Building upon existing links with local businesses, community organisations, residents, healthcare providers and religious institutions to strengthen our ‘Community Help Hub’</li> <li>• Consulting all stakeholders in MUGA pitch plans and operational plan for when building is underway</li> </ul>		<ul style="list-style-type: none"> <li>• Continue to strengthen relationship with SIA</li> <li>• Continue to evaluate the effectiveness of leadership at all levels, involve wider stakeholders</li> <li>• Continue to engage all stakeholders in the development of external facilities</li> <li>• Draw upon the views of stakeholders to create a plan for when the yard and dinner hall is out of use</li> <li>• Working with the cluster through the professional learning menu and in developing a shared understanding of progression</li> <li>• SLT leadership development – Geoff Creswell</li> <li>• Seeking support from external services (Partneriaeth, LA)</li> </ul>	

### **Priority 2 – Curriculum, Learning and Teaching**

#### **Desired Outcomes:**

- Embed assessment practices across the school
- Create a whole-school view of what assessment in TCS looks like via TCS Assessment Toolkit and Assessment Policy
- Map out progression and assessment in TCS MTPs
- To develop and strengthen the teaching and provision for problem solving and reasoning
- To further enhance the impact of WN? statements in writing

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- To raise standards in reading and phonics for all learners by ensuring high-quality, consistent instruction, regular assessment, and targeted intervention
- To heighten the profile and improve pupils' confidence in using Welsh

**Lead Teacher/s:** Ian P, Lisa E, Kirsty B, Laura A, Leah G

**Link Governors:**

### Monitoring

Strategic Steps	Outcomes	Monitoring – How? <i>(Lesson observations, learning walks, book looks, monitor planning, analysing data, listening to learners, stakeholder questionnaires)</i>	Who? <b>(Named)</b>	When? <b>(Dates)</b>	RAYG Rating of outcome					
					Au	Sp	Su			
<b>1. Strengthen our shared understanding of progression, within and beyond our school</b>	Nearly all teaching staff engage with cluster self-evaluation throughout the academic year	Book Look report	PO / LG	Termly						
	Nearly all teachers moved threads from MTP to STP with progress considered, under the key questions: <ul style="list-style-type: none"> <li>• Where are your children at now?</li> <li>• Where are your children going?</li> <li>• How are they going to get there?</li> </ul>	MTPs	IP	June 26						
<b>2. Embed Assessment practices across the school</b>	'Assessment Journals' and 'Assessment Files' are used effectively to ensure practitioners are eliciting evidence of learning	Assessment workshops	IP	Termly						
	Snapshot assessments are evident in weekly planning and evidence adaptive teaching moments	Planning check-in	IP	Feb 26						
	Assessment moments and assessment topics are mapped within MTPs	MTPs	IP	June 26						
	Groups of learners are tracked and monitored through the school tracking system	Pupil progress meeting	PO / LG / IP	Termly						

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<b>3. Whole-school view of assessment is developed</b>	Links made with other schools to explore best practice	SLT meeting minutes	IP	Jan 26						
	Whole school professional learning delivered on observation for assessment	PL records	LG	Feb 26						
	'TCS Assessment Toolkit' developed to assist practitioners in choosing appropriate strategies to capture pupil progress	ADDS minutes	IP	April 26						
	A common language for assessment is developed to support whole-school understanding	Assessment for Learning policy	IP	May 26						
	A progressive and age-appropriate approach to <i>Learning Intentions</i> and <i>Success Criteria</i> is evident in planning and the classroom	Book looks Lesson Looks	All teachers	May 26						
	Assessment for Learning policy is refined to align developing practice and a common language with policy	Assessment for Learning policy Adds minutes	IP	June 26						
<b>4. To develop and strengthen the teaching and provision for problem solving and reasoning</b>	Nearly all pupils in Reception - Y6 have weekly opportunities to solve problems.	Planning	EW / SLT	Ongoing						
	All staff to attend mandatory professional learning training to develop problem solving and reasoning skills.	Training records	EW / SLT							
	Many pupils improve their problem solving skills	Pupils work Listening to learners	EW / SLT	Jun 26						
<b>5. To further enhance the impact of WN? statements in writing</b>	Staff share ideas on moving the learning on across writing activities	ADDS / Whole school book looks	LE	Oct 25						
	WN? statements are embedded consistently across all year groups	LLC book look	LE	Nov 25						
	Nearly all pupils consistently respond to WN? statements to improve their work	Listening to learners / LLC book look	LE / SLT	Dec 25						
	Most pupils can articulate how their work has improved as result of their response to marking	Listening to learners / LLC book look	LE / SLT	Mar 26						

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<b>6. To raise standards in reading and phonics for all learners by ensuring high-quality, consistent instruction, regular assessment, and targeted intervention</b>	Provide professional learning to support new and existing staff in delivering and assessing phonic sessions	Training records	LE	Nov 25							
	Snapshot assessments are used to inform planning	Monitor assessment files/planning check in	LE	Ongoing							
	Nearly all staff across the school are confident delivering high quality phonic sessions	Lesson Looks/Questionnaire	LE	Mar 26							
	Most pupils leave progression step 2 knowing set 1,2,3 sounds	Phonics assessments/tracking	All staff	Jul 26							
<b>7. To heighten the profile and improve pupils' confidence in using Welsh</b>	Visual ethos for Welsh in communal area, such as the school entrance	Learning walks	LA / LG	Nov 25							
	Siarter Iaith questionnaires completed to ascertain pupils' linguistic use.	Questionnaires Data dig	LA / SS	Nov 25							
	The Criw Cymraeg lead assemblies to inspire their peers to use further Welsh, focusing on targeted areas	Assembly records	LA / SS	Ongoing							
	Many pupils make use of a range of playground games to improve their Welsh	Learning walks Listening to learners	LA / SS	Mar 26							
	Many pupils use Welsh beyond lessons, for example outside, in corridors and in other curriculum areas	Listening to learners	LA / SS	May 26							
	The majority of pupils use a level of incidental Welsh appropriate to their age and stage	Listening to learners	LA / SS	Jul 26							
	The school completes the Bronze Award for the Siarter Iaith	Bronze Award File	LA / SS	Jul 26							

### **Evidence-base – Why we have chosen to implement the actions outlined above?**

**Learner progression** along a continuum of learning is central to the Curriculum for Wales. **Assessment plays a fundamental role in enabling each individual learner to make progress at an appropriate pace**, ensuring they are supported and challenged accordingly. The curriculum that we are developing at TCS recognises the importance of **achievement, rather than attainment**. Embedding innovative approaches to assessment has been a priority for us for the past few years, we recognise that there is no 'quick-fix', it requires a change of mindset and pedagogy as well a culture of continuous growth and improvement. Our whole school community needs to understand the place and importance of formative assessment in providing real-time and 'in the moment' feedback to pupils, and how this feeds into adaptive

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learning and teaching. We believe that effective assessment elicits evidence of learning through an understanding of what you are looking for. Therefore, **assessment must be planned for** with the intention of **knowing where the learner needs to go and providing the tools to get there**.

Our self-evaluation and personalised assessments data show that our pupils generally struggle with reasoning skills. **Underdeveloped cognitive abilities** can mean they have **less developed executive functions** like working memory and attention and they therefore **struggle to grasp abstract mathematics concepts** fully. In addition, the rise in barriers to learning such as ASD, ADHD, GDD, trauma and SPL delays can hinder the development of reasoning skills too. We recognise the importance of **fostering critical thinking and problem-solving skills** in supporting independence and allowing children to understand the world and make rational decisions.

**Phonic skills are crucial** because they teach the connection between sounds and letters, enabling children to decode words for reading, spell words accurately, and develop strong literacy foundations. By understanding phonics, children can sound out unfamiliar words, build reading fluency and comprehension, expand their vocabulary, and become more confident and independent readers and writers. However, this is an on-going priority for us, as our self-evaluation, formative and summative shows that a **significant number of children experience difficulty in accessing their work due to underdeveloped reading skills and limited phonological awareness** despite previous work in this area. We are committed to raising standards in this area and we are promoting **innovation** in our classes to drive improvement and this forms part of our Performance Development cycle this year, under the target for school improvement.

At TCS we recognise that it's important for children to **speak Welsh to foster a strong sense of Welsh identity**, preserve the language and culture, and access new opportunities, including increased job prospects. We understand our responsibility to give our children these opportunities, safe in the knowledge they will **not get exposure to the Welsh language at home**. In recognition of the work we do in Welsh, we now feel the time is right to achieve the **Bronze Award in Siarter Iaith**.

Resources	Costs	Professional Learning requirements	Costs
<ul style="list-style-type: none"> <li>• RWI / Oxford Owl membership renewal</li> <li>• RWI phonic cards and resources</li> <li>• Reading books/picture books</li> <li>• Tric a Chlic resources</li> <li>• Files and journals (stationary)</li> </ul>	£1000	<ul style="list-style-type: none"> <li>• Problem solving and reasoning training (Adds / Cluster PLM)</li> <li>• How can staff move the learning on in writing activities (Adds)</li> <li>• RWInc update / refresher training (Cluster PLM)</li> <li>• Assessment workshops (IP)</li> <li>• Observation for assessment – Katrina Peters (LA) (Cluster PLM)</li> <li>• Foundation Learning Enquiry project (LE/HR)</li> </ul>	£250

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How can the wider community of the school support and enrich the priority?	What support do we need from others to realise this priority?
<ul style="list-style-type: none"> <li>Continue to share strengths, skills and expertise within our cluster through the Cluster PLM</li> <li>Develop cluster working groups to share planning and progression mapping / carry out SE activities to develop a shared understanding of progression</li> <li>Encourage parents and carers to engage with learning opportunities to support their children in phonics and basic skills (Family Learning, Stay and Play)</li> <li>Draw upon community links in working towards standards within Starter laith (questionnaires)</li> </ul>	<ul style="list-style-type: none"> <li>Share skills and expertise within Cluster PLM</li> <li>Support from school staff to make connections with schools beyond our cluster through PLCs</li> <li>Partnership and LA – Maths and Literacy specialist support / Curriculum lead (Katrina Peters)</li> <li>Staff engaging in professional research through performance development</li> <li>Sharing good practice with other schools (Plasmarl)</li> </ul>

### Priority 3 – Wellbeing, equity and inclusion

#### Desired Outcomes:

- Continue to strengthen the whole school approach to pupils' mental health
- Ensure the strategic development of classroom-based interventions, through a more targeted and focused approach
- Improve the outside yard areas to support ULP/IDP outcomes, during lunchtime play
- Raise overall school attendance

**Lead Teacher/s:** Emma Bu, Hannah E, Anna Ruscitto

**Link Governors:** Janet Chaplin, Cyril Anderson

#### Monitoring

Strategic Steps	Outcomes	Monitoring – How? <i>(Lesson observations, learning walks, book looks, monitor planning, analysing data, listening to learners, stakeholder questionnaires)</i>	Who? <b>(Named)</b>	When? <b>(Dates)</b>	RAYG Rating of outcome					
					Au	Sp	Su			
<b>1. Continue to strengthen the whole school approach to pupils'</b>	All pupils at Townhill Community School will receive 'right time learning' in developing their emotional wellbeing and mental health	Planning	All staff	Oct 25						

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<b>mental health and wellbeing through Thrive</b>	Nearly all staff accessing whole school resources through the Thrive Online Tool and using their whole class assessments to inform their planning of Thrive activities	Thrive Class Assessments	CT / TB / CK	Oct 25						
	Staff are provided with further direction by the Thrive team as to what stage their class should be at when planning their 'right time learning'	Staff training records	CT / TB / CK	Oct 25						
<b>2. Ensure the strategic development of classroom-based interventions, through a more targeted and focused approach</b>	Nearly all staff using the TCS Graduated Response System, identifying areas of need for their pupils	ADDs	EBu	Nov 25						
	Classroom based interventions are identified and sourced	Minutes of meetings ADDs	EBu / SLT	Nov 25						
	Classroom based interventions are included in weekly planning	Learning walk	All teachers	Jan 25						
	Assessment tools are used to monitor pupil progress	Data Dig -Tracker	EBu	Termly						
	Data demonstrates that many pupils accessing interventions have made good progress	Data Dig -Tracker	EBu	Termly						
<b>3. Improve the outside yard areas to support ULP/IDP outcomes, during lunchtime play</b>	Staff to identify and reflect upon ULP strategies for the pupils within their class and how they could be adapted for the outside play areas	ADDs	EBu / SLT / LO	Nov 25						
	Identified ULP strategies are implemented in the outside play areas	Learning walk	EBu	Jan 26						
	SLT monitoring ULP activities during lunchtime play	Staff questionnaire	SLT	Ongoing						
<b>4. Raise overall school attendance</b>	Registers are updated regularly ensuring absences are tagged with a reason for pupils' absence on first/third day	Registers	All staff AR	Ongoing						
	First day/Third day calls are being made to all absentees	Call records	LS	Ongoing						
	Decrease in the number of pupils under 90% compared to previous academic year	Registers	AR	Ongoing						

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	Families with poor attendance supported through support from FLO/external agencies i.e EWS/EHH, home visits, parental meetings and good home/school communication	FLO records	AR	Ongoing						
<b>5. To promote and embed internet safety strategies for pupils, parents and staff</b>	A new e-safety policy is developed and disseminated with all staff digitally signing to accept	E-safety policy	KB / E-safety team	Sep 25						
	Mandatory e-safety twilight session delivered to support staff, with e-safety policy disseminated shared and signed	PL Records E-safety policy	KB / E-safety team	Oct 25						
	Strengthened knowledge of school e-safety team to improve e-safety measures across the school, using Hwb's 360 safe tool	Meeting minutes E-safety 360 tool (Hwb)	KB / E-safety team	Half-termly meetings						
	Regular internet safety support offered to parents (face to face sessions, regular safety tips on school ClassDojo, insert on wellbeing newsletter)	ClassDojo Wellbeing newsletter	KB / HR / AR / KG	Half-termly meetings						
	Y6/digital leaders successfully promote internet safety across the school	Meeting minutes	KB	Fortnightly meetings						

### Evidence-base – *Why we have chosen to implement the actions outlined above?*

Thrive is completely embedded in our school, it's our 'bread and butter' – but we are always innovating, adapting and changing to the diverse needs of our children, year upon year. At TCS, we strongly believe that **championing positive health and wellbeing** should always be at the heart of everything we do. All children, however diverse their backgrounds, can achieve their full potential when they feel **safe, supported and happy**. Sadly, many of our pupils are faced with challenges and adverse childhood experiences at home, and this affects learning for themselves and those around them. This year, we are committed to ensuring that all pupils have access to **Thrive** and '**right time learning**' within their classrooms. Poor mental health and wellbeing can have a detrimental impact on executive functioning skills, very often we see withdrawal, aggression and social communication issues within our classrooms. This is impacting on academic achievement and we are committed to supporting children in **managing their emotional regulation** in order to access learning within the classroom.

Accessing learning '**within the classroom**' is important to us, at TCS. We whole-heartedly believe in **inclusion**, and we believe in the '**enabling environment**' – an environment that supports the needs of ALL children, at all times. Our **Universal Learning Provision** is fundamental to this, and is at the heart of our vision for how environments should be set up at TCS, **both inside and outside**. Alongside our environments, our greatest resource is our enabling adults, and we use them to the best of our ability. We believe that the relationship between trusted adults and our children is absolutely crucial, and therefore it makes sense that children receive **intervention within their classrooms, supported by these safe and familiar adults**.

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**Improving attendance** to school is an ongoing priority for us, despite attendance improving in 2024/2025 we still have periods of low absence and dips. We believe that attendance to school is crucial to prepare young people for **successful transition to adulthood**, and to support their longer term economic and social participation in society. Time in school also keeps **children safe and provides access to extra-curricular opportunities and pastoral care** and we feel this is very pertinent to our demographic. However, we will not be defeated, again consistency is key and we will keep adapting, keep innovating, and keep joining the dots to support our children and families to make better choices.

In a world where future jobs are yet to be envisaged, no school can prepare their children for specific roles in the world to come. However, we are confident that young people will need to be **digitally competent** to have the best possible chance to excel and achieve along their chosen career pathway. This doesn't come without its challenges, with more and more children at TCS telling us they having access to digital devices and social media platforms outside of the school day with limited restriction, this is a concern for us! We recognise our responsibility in equipping pupils with the necessary skills, knowledge and attitudes to make **informed and sensible choices and decisions in order to be safe online**.

Resources	Costs	Professional Learning requirements	Costs
<ul style="list-style-type: none"> <li>Attendance incentives (consulting parents – what would be an incentive to motivate you?)</li> <li>Improved 'holiday request' booklet and easier access to documentation</li> <li>ALN tool</li> <li>ULP resources as identified through the checklist</li> <li>ULP outdoor resources</li> <li>Thrive online tool (renewal)</li> <li>Leaflets / posters</li> <li>Time allocated for office staff to update attendance tracker and follow pathway</li> </ul>	<ul style="list-style-type: none"> <li>£2500</li> </ul>	<ul style="list-style-type: none"> <li>Thrive refresher / update</li> <li>Chris Britton – guest speaker</li> <li>ULP strategies (Cluster PLM training)</li> <li>PACT / Trauma Informed / Invisible Walls training (Cluster PLM)</li> <li>Link with Gors / TRP – Opal (yard development – ULP)</li> <li>Bromcom training</li> <li>Continued DCF/esafety training (LA)</li> </ul>	<ul style="list-style-type: none"> <li>£150</li> </ul>
How can the wider community of the school support and enrich the priority?		What support do we need from others to realise this priority?	
<ul style="list-style-type: none"> <li>Stakeholder consultation – yard development (ULP)</li> <li>Home visits and parental meetings</li> <li>Ensuring good communication between office and classrooms re: reasons for absence</li> <li>Collaboration with wider agencies – Phoenix centre, CMET – to improve internet safety strategies</li> </ul>		<ul style="list-style-type: none"> <li>FLO network group</li> <li>Connecting with external agencies for support and advice in a multi-disciplinary approach (EWS/EHH)</li> <li>Parental 'Help Hub' alongside parent meetings</li> <li>Classroom staff tagging registers if they have had communication from parent/guardians</li> </ul>	

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### Summary of Professional Learning

The school, in consultation from the governing body have developed a professional learning offer for all staff, both in the school and in the cluster of schools. The menu has been developed in order to meet the school's current improvement targets and the bespoke needs of individual staff.

Date	Day	Activity	School	Leader
23/10/2024	Wednesday	Supporting Pupils with Diabetes (for beginners)	TCS	Kathryn Jones
07/11/2024	Thursday	How to Effectively Plan a Science Investigation at Upper KS2	DTCS	Dave Griffiths
12/11/2024	Tuesday	Effective use of Adobe software	DTCS	Matthew Hare
13/11/2024	Wednesday	Supporting pupils with language and communication difficulties	DTCS	Gabriella Heinrich
14/11/2024	Thursday	Coaching and Mentoring	TCS	Peter Owen and Leah Gadd
21/11/2024	Thursday	Coaching and Mentoring	TCS	Peter Owen and Leah Gadd
27/11/2024	Wednesday	Consistency in Behaviour Management	DTCS	Ashley Payne
28/11/2024	Thursday	Artificial Intelligence (AI) in the Classroom	Christchurch	Laura Williams
14/01/2025	Tuesday	Welsh Surgery with Welsh in education Officer	TCS	Nerine Griffiths
15/01/2025	Wednesday	Developing Pupil Voice	TCS	Jon Stones
21/01/2025	Tuesday	Developing a Whole School Approach to Managing Behaviour and Relationships	TCS	Ceri Totty
22/01/2025	Wednesday	Understanding behaviours of concern	TCS	Early Help Hub
28/01/2025	Tuesday	Slot Drillio	Gendros	Rachel Roberts
30/01/2025	Thursday	Using Seesaw - beginners to intermediate	Sea View	Amy Wilcox
03/02/2025	Monday	Using Visual Resources to Support Social Communication Difficulties	TRP	Hannah George and A. Beck
05/02/2025	Wednesday	Cold and Hot Write- Genre Writing	Gendros	Becky Gore
11/02/2025	Tuesday	Developing the Enabling Environment	TCS	Leah Gadd
13/02/2025	Thursday	How to effectively carry out and evaluate a science investigation at Upper KS2	DTCS	Dave Griffiths
19/02/2025	Wednesday	Preparing pupils with ALN for secondary school education	DTCS	Gabriella Heinrich
19/02/2025	Wednesday	Awareness to Attachment	TCS	Early Help Hub
04/03/2025	Tuesday	Teach for Purpose Taster	TCS	Jenna Gravelle
05/03/2025	Wednesday	Menopause Matters	Gendros	Nicola Lockhart

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06/03/2025	Thursday	Lego Therapy	Gendros	Meg Collins
11/03/2025	Tuesday	Boomwhackers – playing and composing with Tuned Percussion Tubes	TCS	Jeni Jones
11/03/2025	Tuesday	Impact of Parental Incarceration and Prison awareness	TCS	Julie Jones (Invisible Walls)
12/03/2025	Wednesday	Consistency in Behaviour Management	DTCS	Ashley Payne
17/03/2025	Monday	Developing understanding of effective sensory circuits	TRP	Hannah George and A.Beck
18/03/2025	Tuesday	A Holistic Approach to Safeguarding	TCS	Anna Ruscitto
19/03/2025	Wednesday	ACEs - Adverse Childhood Experiences	TCS	Early Help Hub
25/03/2025	Tuesday	Teach for Purpose Taster	TCS	Jenna Gravelle
27/03/2025	Thursday	Using Picture Books in RSE	Sea View	Glyn Tiltman and Sian Davies
31/03/2025	Monday	Understanding the POPs to increase learner effectiveness	TRP	Beth James and Hannah George
01/04/2025	Tuesday	Schools of Sanctuary and Peace Mala	Christchurch	SJ Herbert
02/04/2025	Wednesday	Apps across the Curriculum	Gendros	Steph Evans
08/04/2025	Tuesday	Welsh Surgery with Welsh in education Officer	TCS	Nerine Griffiths
29/04/2025	Tuesday	Teach for Purpose Taster	TCS	Jenna Gravelle
07/05/2025	Wednesday	Becoming a better middle or senior leader	TCS	Kerry Thomas
14/05/2025	Wednesday	Bringing the Outdoors in	TCS	Jon Stones
20/05/2025	Tuesday	Effective use of Adobe software	DTCS	Mathew Hare
22/05/2025	Thursday	Anti Racism Research Project	GCS	Fiona Darby
05/06/2025	Thursday	Inspection Feedback (the new framework)	GCS	Fiona Darby/Lucy Rowden
10/06/2025	Tuesday	Signalong with Sian Mitchell Specialist Teacher for Speech, Language and Communication	TCS	Sian Mitchell
17/06/2025	Tuesday	Curriculum Design - Planning a coherent curriculum	TRP	Beth James

*In addition, the school has further in-house PL, ADDS sessions, INSET days and online training.*

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### SDP Checklist

SDP requirement	Comments
<p>Does a clear vision set the context for the SDP? In order for the school to make sustained improvements and move forward, it needs to have a clear purpose that is shared and understood by all. In setting its vision, a school should consider the context in which it operates and agree a vision that is both motivational and achievable, and is underpinned by solid practical strategies.</p> <p>This overview should cover learner progress and well-being, and other issues reflected in the 3 overarching areas for self-evaluation set out in this guidance:-</p> <ul style="list-style-type: none"> <li>• <i>Vision and Leadership</i></li> <li>• <i>Curriculum, Teaching and Learning</i></li> <li>• <i>Wellbeing, equity and inclusion</i></li> </ul>	<p>The school's vision, mission, values and aims are shown on page 3.</p> <p>The whole-school approach to well-being is feathered through aspects of the SDP, specifically priority 4.</p> <p>The school's SDP has been guided by the National Resource prompts and is set against 4 major areas,</p> <ul style="list-style-type: none"> <li>• <i>Vision and Leadership</i></li> <li>• <i>Curriculum</i></li> <li>• <i>Teaching and Learning</i></li> <li>• <i>Wellbeing, equity and inclusion</i></li> </ul>
<p>In drawing up the SDP, has school performance information been considered?</p> <p>Learner Progress is central to the Curriculum for Wales, so progression needs to have similar importance within evaluation and improvement activities, and accountability processes. The School Improvement Guidance suggests that schools use the following 2 questions as a starting point for their improvement activities:-</p> <ol style="list-style-type: none"> <li><b>1. <i>Are learners progressing in the ways described in the principles of progression, supporting them to develop towards the four purposes?</i></b></li> <li><b>2. <i>Is the pace of learners' progress in line with the expectations of teachers and the curriculum?</i></b></li> </ol>	<p>The rationale for each priority explains what has been considered.</p>
<p>National priorities in regulations are:</p> <ul style="list-style-type: none"> <li>- <b>improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience</b></li> <li>- <b>reducing the impact of poverty on learners' progression and attainment</b></li> </ul>	<p>The school has taken into account national priorities.</p> <p>Improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience reducing the impact of poverty on learners' progression and attainment – see Priorities 1.4, 2.3, 3.4, 4.1</p>

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	There are also dedicated priorities for reducing the impact of poverty and implementing a whole-school approach to well-being – see Priority 4.2
Is there evidence of monitoring, review and revision of the SDP? Is it a live document? How are revisions reported?	Each current priority has half-termly RAYG rating and staff use the comments tool to write a live, informal commentary against progress made
<p><b>Consultation</b> In preparing or revising a school development plan the governing body must consult:</p> <ul style="list-style-type: none"> <li>(a) the head teacher of the school (if that person is not a member of the governing body);</li> <li>(b) registered pupils at the school;</li> <li>(c) parents of registered pupils;</li> <li>(d) school staff; and</li> <li>(e) such other persons as the governing body considers appropriate.</li> </ul>	The school's self-evaluation processes draw on the findings of all stakeholders to support the process of improvement planning.
<p><b>Professional development strategy</b> Details of the governing body's strategy for the current school year as to how it will further the professional development of staff at the school in order to meet the school improvement targets.</p> <p>Does it include all staff and leadership development?</p> <p>It will provide a context for the performance management process for all staff. How does the school use the professional standards?</p>	<p>Each priority lists professional learning required to realise it and this is combined in a summary towards the end of the plan.</p> <p>The school uses the professional standards to support staff in driving their own professional development and in performance development.</p>
<p><b>Working with the community</b> Details of how the governing body will seek to meet the school improvement targets for the current school year by working with parents/carers of learners at the school, local residents, other schools, agencies and businesses, in seeking to achieve the school improvement priorities.</p>	<p>Each priority considers how the community can contribute to its realisation.</p> <p>The professional learning of staff has been organised by TCS, however is though the community of cluster of schools.</p>
<p><b>School staff and school resources</b> How the school deploys its staff and other resources including, but not limited to, funding, equipment, school buildings and grounds. Details of how the governing body will make best use of the:</p>	Staff roles and responsibilities are clearly indicated along with costs of staff activity and resources.

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<p>(a) current school staff and school resources (including its financial resources) to meet the school improvement targets for the current school year; and</p> <p>(b) school staff and school resources (including financial resources) the governing body anticipates will be available to it to meet the school improvement targets for the next 2 school years immediately proceeding the current school year.</p>	
<p><b>Previous targets</b></p> <p>A brief statement setting out the extent to which the school improvement targets for previous school year were met and where they were not met fully a brief explanation as to the reasons for that failure.</p> <p>Schools should evaluate the effectiveness of targets that have been achieved, in terms of raising standards and improving outcomes for all learners.</p> <p>Schools should always ask these questions:-</p> <p><i>1a. Are learners progressing in the ways described in the principles of progression</i></p> <p><i>1b. and is that progression supporting them to develop towards the four purposes?</i></p> <p><i>2. Is the pace of learners' progress in line with the expectations of teachers and the curriculum?</i></p>	<p>A review of the previous priorities is included. The school's commentary of the previous targets is embedded in the previous document, using the comments tool.</p>
<p>Clearly sets out actions the school will take in order to achieve its targets.</p>	<p>Each priority lists actions and offers an opportunity for the school to signpost evidence that informed the inclusion of said actions.</p>
<p>Clearly sets out expected outcomes as a result of achieving those targets. Outcomes should focus on the core purpose of school development planning, raising standards and improving outcomes for all learners.</p>	<p>Each priority considers what success will look like.</p>
<p>Clear success criteria and milestones against which intended improvements can be evaluated.</p>	<p>Success criteria (see above). Milestones included in actions.</p>
<p>The school improvement priorities for the current school year.</p> <p>The school improvement priorities for the 2 school years immediately proceeding the current school year.</p> <p>Refresh improvement priorities at least annually, but take account of the impact of self-evaluation and new information on priorities throughout the year.</p>	<p>High-level priorities for years 2 &amp; 3 are articulated within the plan.</p>

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<p>Publish the plan by providing copies to each member of the governing body and school staff.</p>	<p>All staff and governors have received a copy. The summary of the plan is published on the school's website.</p>
<p>The Governing Body must make a summary copy of the school development plan available via the School Governors Annual Report (in line with Regulation 11 of the School Development Plans)</p> <p>The school should publish the summary copy on its website.</p> <p>The summary should include:</p> <ul style="list-style-type: none"> <li>-a 1-page overview of the conclusions or findings of the school's self-evaluation, communicating the school's main strengths and areas for development, providing the context to parents and carers for the school's improvement priorities and planned actions. This overview should cover learner progress and well-being, and other issues reflected in the 3 overarching areas for self-evaluation set out in this guidance (vision and leadership; curriculum, learning and teaching; well-being, equity and inclusion). It will be informed by schools' understanding of the 8 contributory factors for successful curriculum realisation</li> <li>-high level improvement priorities; planned actions to achieve those priorities; and relevant milestones</li> <li>-external support the school will access to help it achieve its improvement priorities during the current academic year (including support provided or brokered by regional consortia)</li> <li>-a report on progress against the previous year's priorities</li> </ul>	

### Additional Information from School Improvement Guidance Contents of a School Development Plan

As set out in Annex B : The Education (School Development Plans) (Wales) Regulations 2014 - Schedule

SDP Requirements		
<p><b>School Improvement Priorities</b></p> <ol style="list-style-type: none"> <li>1. The school improvement priorities for the current school year.</li> <li>2. The school improvement priorities for the 2 school years immediately proceeding the current school year.</li> <li>3. In setting the school improvement priorities the governing body must take account of the national priorities</li> </ol>		



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<p><i>- improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience</i></p> <p><i>- reducing the impact of poverty on learners' progression and attainment</i></p>		
<p><b>School improvement targets, expected outcomes and strategy</b></p> <p>A brief statement setting out the school improvement targets and expected outcomes and the governing body's strategy to meet those targets.</p>		
<p><b>Professional development strategy</b></p> <p>Details of the governing body's strategy for the current school year as to how it will further the professional development of staff at the school in order to meet the school improvement targets.</p>		
<p><b>Working with the community</b></p> <p>Details of how the governing body will seek to meet the school improvement targets for the current school year by working with—</p> <p>(a) pupils at the school and their families; and</p> <p>(b) people who live and work in the locality in which the school is situated.</p>		
<p><b>School staff and school resources</b></p> <p>Details of how the governing body will make best use of the—</p> <p>(a) current school staff and school resources (including its financial resources) to meet the school improvement targets for the current school year; and</p> <p>(b) school staff and school resources (including financial resources) the governing body anticipates will be available to it to meet the school improvement targets for the next 2 school years immediately proceeding the current school year.</p>		
<p><b>Previous targets</b></p> <p>A brief statement setting out the extent to which the school improvement targets for the previous school year beginning with school year 2015 to 2016 were met and where they were not met fully a brief explanation as to the reasons for that failure.</p>		