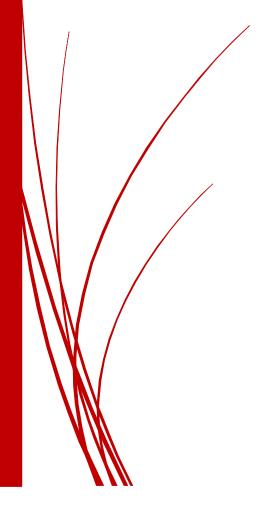# School Development Plan
2025/26

Ysgol Treffynnon

John Weir
Head Teacher

School Vision & Mission Statement

Excellence in Everything

Our school is one that cares about every individual. We understand the impact that physical and emotional wellbeing has on our students' ability to learn effectively and to achieve their full potential as ethically informed citizens of their local and wider communities.

We are a truly inclusive school, committed to working with the community to give our students the best possible start to their lives. We welcome all young people, whatever their religion, ethnicity, or academic ability, and we will provide the environment where students will be nurtured and supported to succeed in their learning, whatever that means for each individual.

Our students will experience the excitement of learning and achievement; they will have their academic, sporting, and creative skills nurtured and developed to their individual potential.

Students will develop the ambition, confidence, and resilience to achieve their dreams and aspirations as we encourage them to reach out and grasp all the opportunities life has to offer.

We are a community that works together, treating each other with patience and understanding. We seek to celebrate our individuality, our cultural diversity and to support and nurture those additional needs that make us all unique.

Rhagoriaeth ym Mhopeth

Ysgol sy'n gofalu am bob unigolyn yw ein hysgol ni. Deallwn yr effaith mae lles emosiynol a chorfforol yn ei gael ar allu ein disgyblion i ddysgu'n effeithiol a chyflawni eu llawn botensial fel dinasyddion moesol gwybodus yn ein cymunedau lleol ac ehangach.

Rydym yn ysgol gynhwysol a roddir pwyslais ar gydweithio â'r gymuned leol i roi'r cychwyn gorau mewn bywyd i'n myfyrwyr. Estynnwn groeso i bobl ifanc yma beth bynnag yw eu crefydd, ethnigrwydd neu allu academaidd. Rhoddir pwyslais ar annog pob unigolyn i lwyddo trwy ddarparu awyrgylch cefnogol sy'n ei gynnal a'i feithrin i gyflawni ei botensial.

Bydd ein myfyrwyr yn profi'r cyffro o ddysgu a llwyddo; rhoddir amser iddynt ddatblygu a meithrin eu sgiliau creadigol, academaidd ac athletaidd. Ein nod yw i annog ein myfyrwyr i ddatblygu dyheuadau, dygnwch ac hyder er mwyn eu harfogi i fanteisio ar bob cyfle mewn bywyd i wireddu eu breuddwydion.

Rydym yn gymuned glos sy'n cydweithio'n dda gan ddangos parch, amynedd a dealltwriaeth tuag at ein gilydd. Ymfalchiwn yn ein hunigolrwydd a'n hamrywiaeth ddiwylliannol ac ymdrechwn i feithrin ein nodweddion ac anghenion arbennig sy'n gwneud pob un ohonom yn unigryw.

Introduction

The school maintains its primary commitment of developing high quality of teaching and learning, which is underpinned by high quality wellbeing provision for all members of the school community. The priorities identified within the plan arise from the school's self-evaluation process, as well as local and national priorities.

Overarching School Priorities (WALLT)

Wellbeing	Aspiration	Leadership	Learning	Teaching
Excellent physical and emotional wellbeing allows everyone to reach their full potential.	Ambitious, capable students achieve their dreams and aspirations.	Strong leadership and management at all levels accelerates progress.	Students experience the excitement of learning and achievement.	Enjoyable learning opportunities accelerate progress.

Wellbeing	Excellent physical and emotional wellbeing allows everyone to reach their full potential.
Success Criteria 2022/23 to 2025/26	**Mental health & Wellbeing** All groups of students and staff are healthy, confident individuals who take advantage of a wide range of support for enhancing mental health and wellbeing. They have the knowledge and understanding to make positive lasting relationships and to maintain excellent physical, mental, and emotional wellbeing.

Aspiration	Ambitious, capable students achieve their dreams and aspirations.
Success Criteria 2022/23 to 2025/26	**Post 16 Experiences** All groups of students are provided with the career related experiences and information to better understand what they need to do to achieve their dreams and aspirations. **Improve attendance.** Students better understand the importance of being in school and school attendance improves for all groups of students working towards 92%+ by 2026. **Extracurricular Experiences** All students are ambitious, enterprising, and creative. They have regular opportunities to engage in experiential activities that broaden their understanding of the wide variety of life-changing possibilities open to them.

Leadership	Strong leadership and management at all levels accelerates progress.
Success Criteria 2022/23 to 2025/26	**Effective leadership** Strong leadership and management at all levels accelerates progress across all areas of school improvement. **School-to-school collaboration** School-to-school collaborative working strengthens the impact of teaching on students' learning and progress in the classroom. **Improvement planning and evaluation.** Strong and effective self-evaluation and improvement planning accelerates improvement through forensically targeted interventions.

Learning	Students experience the excitement of learning and achievement.
Success Criteria 2022/23 to 2025/26	**Standards in outcomes** Improved standards in outcomes across all key measures for all groups of students working towards 400pts/40pts or greater by 2026/26. **Standards and progress in skills** Most students are ambitious, capable learners with the appropriate skills to make excellent progress in developing their English and Welsh literacy, numeracy, and digital competency skills and make meaningful use of these skills across a variety of subjects. **Additional Learning Needs** Universal provision enables many students identified as ALN to make recognisable progress in their learning within mainstream lessons.

Teaching	Enjoyable learning opportunities accelerate progress.
Success Criteria 2022/23 to 2025/26	**School Curriculum and Assessment** An engaging new Curriculum for Wales, clearly based on the four core purposes, which meets the changing needs and interests of all groups of students. A robust assessment, monitoring and reporting approach promotes and develops teacher, student and parent understanding of progress within the Curriculum for Wales. **Teaching and Learning** The use of pedagogical research develops classroom practice and further strengthens the impact of teaching on students' progress in learning.

2025/26 Action Plan

Half-termly Evaluation Criteria

Too early to evaluate progress made towards desired impact	Significant progress made towards desired impact	Progress made towards desired impact	Limited progress made towards desired impact	No progress made towards desired impact

*S2SC = School to School Collaboration

Wellbeing [MJ]	Excellent physical and emotional wellbeing allows everyone to reach their full potential.
Success Criteria 2025/26	**W – Wellbeing Priority (2025/26)** Increase engagement of students reluctant to attend lessons and deepen staff–student relationships through trauma-informed practice. **Success Criteria** • Persistent lesson refusers in 2025/26 < 2024/25 (1.9%), where Girls = 80% and Boys = 20%. (*A persistent lesson refuser is a student with 33 or more lesson refusals per term, on average, based on WG definition of persistent school attendance absenteeism of 10%*) • Most staff apply trauma-informed approaches effectively to de-escalate challenging situations and support a reduction in fixed term exclusions.

ACTION PLAN

No.	Actions 2025/26	Lead	Desired Impact for 2025/26	Sources of Evidence	*S2SC Y/N
1	All staff receive targeted Professional Learning (PL) on trauma-informed strategies aimed at de-escalating challenging behaviour.	SJO	All staff confidently apply trauma-informed strategies, resulting in calm, inclusive classrooms and significantly reduced lesson refusal.	• Professional Learning (PL) attendance logs • Professional Learning (PL) materials • SLT drop-in records	N
2	Strengthen the support programme *for students identified as being persistent lesson refusers*.	MJ	Fewer lesson refusals, less disruption on corridors, greater engagement in lessons.	• Student voice • Lesson refusal data • Support programme activities	Y

Wellbeing Evaluation

Autumn Term 2025/26

Autumn Term Attachments 2025/26

Spring Term 2025/26

Spring Term Attachments 2025/26

Summer Term 2025/26

Summer Term Attachments 2025/26

Potential priorities for 2025/26

Aspiration [MJ]	Ambitious, capable students achieve their dreams and aspirations.
Success Criteria 2025/26	**A – Aspiration Priority (2025/26)** Further reduce fixed-term exclusions and continue to improve attendance to ≤91.5%. **Success Criteria** • Persistent Excludees in 2025/26 < 2024/25 (1.9%). (*A persistent excludee is a students with 2 or more exclusions per term on average based on an analysis of 2024/25 figures*) • Whole-school attendance reaches ≥ 91.5% by May 2026 attendance return.

ACTION PLAN					
No.	Actions 2025/26	Lead	Desired Impact for 2025/26	Sources of Evidence	S2SC Y/N
1	Expand the alternative curriculum for students in Y7-9.	MJ	Engaged, emotionally regulated students thrive in a tailored curriculum that builds confidence, attendance, and readiness to rejoin mainstream learning.	• Alternative Curriculum • Student voice • Attendance and exclusions data	N
2	Strengthen the support programme *for students identified as being persistent excludees* on their return from exclusion.	MJ	Fewer repeat exclusions as students return to school with structured support, improved behaviour, and stronger relationships.	• Student voice • Attendance and exclusions data • Support Session Report	Y
3	Launch a targeted communication and reward strategy to promote excellent attendance, including 100% attendance awards and positive phone calls home for improved attendance.	MJ	Students and families are motivated, engaged, and proud of their improved attendance and participation in school life.	• Campaign posters and letters • Reward evidence • Attendance trend data	Y

Aspirations Evaluation

Autumn Term 2025/26
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Autumn Term Attachments 2025/26

Spring Term 2025/26
•

Spring Term Attachments 2025/26

Summer Term 2025/26
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Summer Term Attachments 2025/26

Potential priorities for 2026/26

Leadership [JPW]	Strong leadership and management at all levels accelerates progress.
Success Criteria 2025/26	**L – Leadership Priority (2025/26)** Ensure continued rigorous financial monitoring in collaboration with the Local Authority and develop middle leadership through collaboration with partner secondary schools and the Local Authority School Improvement Service (LASIS). **Success Criteria** • All core budget and grant allocations are demonstrably aligned to raising standards, with monitoring reports showing efficient use of funds and no measurable decline in quality of provision in any area of the school. • All Heads of Faculty provide secure evidence through learning review cycles (lesson observation, student voice, and book reviews) that the faculty has planned, implemented, and evaluated the school's pedagogical priorities, including Problem-Based Learning and metacognitive strategies. • Senior and middle leaders engage in structured, outcomes-focused collaboration with at least one partner secondary or primary school, leading to demonstrable improvements such as: a reduction in persistent lesson refusal, Trauma Informed practice (Wellbeing), improved attendance among target groups (Aspiration), increased purposeful use of numeracy in non-maths subjects (Learning), or consistent implementation of Problem-Based Learning strategies across departments (Teaching).

ACTION PLAN					
No.	Actions 2025/26	Lead	Desired Impact for 2025/26	Sources of Evidence	S2SC Y/N
1	Each grant (PDG, ALN, PLG, SSG) will include a published one-page expected impact plan by 30 September 2025, clearly identifying the expected improvement in student outcomes, inclusion provision or the quality of T&L.	GB	All grant-funded activity is strategically aligned and outcome-focused. Stakeholders can clearly see how each grant supports measurable improvement in student outcomes, inclusive provision, or the quality of teaching and learning, leading to better-informed decisions, increased accountability, and demonstrable impact by July 2026.	• Budget monitoring reports • Grant evaluation documents	
2	All grant evaluated impact statements will be reviewed by SLT and LASIS for triangulated evidence of impact in keeping with each grant's terms and conditions.	GB	Evaluation of grant spending is robust, consistent, and evidence clear alignment with terms and conditions, ensuring demonstrable impact on student outcomes and value for money.	• Training attendance registers • Evaluation forms • SLT feedback notes	
3	All HoFs to produce a termly FDP evaluation on the progress of their faculty's development of the school's pedagogical priorities for the year. (Reports to be reviewed by SLT and LASIS for triangulated evidence of impact)	HoFs	Faculty-level pedagogical improvements are routinely evaluated, evidenced, and quality assured, ensuring clear progress towards whole-school teaching and learning priorities.	• Observation logs • Review reports • Student voice summaries • Book scrutiny records	
4	All HoFs to ensure they robustly follow up on all pedagogical training as part of their regular QA processes to ensure that the school's pedagogical strategies are being implemented.	HoFs	Pedagogical strategies are embedded consistently across faculties, with evidence of training leading to improved student engagement, progress, and lesson quality.	• Partnership agreements • Visit logs • Shared planning evidence	
5	Each Head of Faculty will identify a specific aspect of practice within their faculty for improvement and select either a primary or secondary school with which to collaborate. The area chosen must align with a current WALLT priority and lend itself to measurable impact through structured, outcomes-focused partnership working.	HoFs	Targeted cross-school collaboration leads to measurable improvements in a key faculty priority, strengthening student outcomes.	• Partnership agreements • Visit logs • Shared planning evidence	

| 6 | All senior leaders will identify a clearly defined area of strategic or operational leadership for improvement and engage in structured, outcomes-focused collaboration with either a primary or secondary school. The chosen focus must align with a current WALLT priority and be capable of demonstrating measurable impact on student experience or outcomes. | MLT SLT | Senior leadership cross-school collaboration drives measurable improvements in strategic or operational delivery enhancing whole-school effectiveness and student experience | • Partnership agreements • Visit logs • Shared planning evidence | |

Leadership Evaluation
Autumn Term 2025/26
Autumn Term Attachments 2025/26
Spring Term 2025/26
Spring Term Attachments 2025/26
Summer Term 2025/26
Summer Term Attachments 2025/26
Potential priorities for 2026/26

Learning [HF]	Students experience the excitement of learning and achievement.
Success Criteria 2025/26	**L – Learning Priority (2025/26)** Improve GCSE outcomes in all subjects compared to 2023/24 and 2024/25 and strengthen students' use of numeracy and Welsh across the curriculum and strengthen ALN progress through focussed strategies to support universal provision. **Success Criteria** • Overall average point scores increase by 24% on 2023/24 to achieve 350pts+ in 2025/26. • Purposeful use of number work, beyond the simple use of the four orders of operations (+-/x), is evident in 75% of targeted subjects (Science, Food, Geography, DT/Eng). • Welsh GCSE results increase to 40%+ A*-C in 2025/26. • Maths/Numeracy results increase to 55%+ A*-C in 2025/26. • ALN students make progress in keeping with their needs as laid out in their IDPs.

ACTION PLAN

No.	Actions 2025/26	Lead	Desired Impact for 2025/26	Sources of Evidence	S2SC Y/N
1	Further strengthen the tracking, monitoring and intervention of at risk students in Y11.	MS	Intervention for at-risk Year 11 students is timely, targeted, and consistently tracked, resulting in improved engagement, attendance, and attainment for the identified cohort.	• Y11 Tracking spreadsheet • Faculty KPI Minutes • Y11 Attendance • Y11 Exclusions	
2	Planned opportunities for purposeful use of number work, beyond the simple use of the four orders of operations (+-/x) are incorporated into SoWs for Science, Food, Geography and DT/Eng.	CF HoFs	Numeracy across the curriculum is enhanced through authentic, subject-relevant tasks, enabling students to apply and transfer mathematical skills confidently in varied contexts.	• Schemes of learning • QA lesson notes • Lesson observations • Book Reviews	
3	Welsh Y11 SoWs need to be adjusted to reflect the item level data from the WJEC 2024/25 series.	BH	Refined Welsh SoWs address identified gaps in student knowledge and skills, leading to a higher standard of teaching and therefore improved examination outcomes.	• SoWs • Book Reviews	
4	Half-termly Welsh specific assessment results analysis by HoF & SLT to identify targeted students and areas of weakness for intervention.	BH HF	Data-informed interventions are implemented swiftly and strategically in Welsh, resulting in improved student progress and greater alignment with national averages.	• Assessment & progress data • Targeted students & interventions • Meeting records	
5	Maths/Numeracy Y11 SoWs need to be adjusted to reflect the item level data from the WJEC 2024/25 series.	CF	Teaching in Maths/Numeracy is better focused on identified weaknesses from assessment data, improving students' ability to meet key threshold measures in GCSE exams.	• Sows • Book Reviews	
6	Half-termly Maths/Numeracy specific assessment results analysis by HoF & SLT to identify targeted students and areas of weakness for intervention	CF HF	Regular assessment analysis in Maths/Numeracy enables precise interventions and sharper focus on underperforming areas, leading to increased attainment and progress in GCSE outcomes.	• Assessment & progress data • Targeted students & interventions • Meeting records	
7	Recognisable increase in the use of Welsh oracy in lessons across all years.	BH HF	Students' confidence and competence in spoken Welsh improves across subjects and year groups, strengthening the school's Welsh language provision in line with	• Student voice	

Learning Evaluation

Autumn Term 2025/26

Autumn Term Attachments 2025/26

Spring Term 2025/26

Spring Term Attachments 2025/26
Summer Term 2025/26
Summer Term Attachments 2025/26
Potential priorities for 2026/26

Teaching [HF]	Enjoyable learning opportunities accelerate progress.
Success Criteria 2025/26	**T – Teaching Priority (2025/26)** Strengthen independent learning and implement a problem-based learning (PBL) strategy to strengthen metacognition and secure the school's core pedagogical expectations. **Success Criteria** • 100% of teachers demonstrate the agreed pedagogical expectations in formal lesson observations (PDR) by Summer 2026. • At least majority (60%+) of students can articulate their learning process and next steps with confidence during student voice activities by Spring 2026. • PBL approaches are embedded in almost all (80%) subject areas by Summer 2026, with clear evidence in schemes of learning and observed lessons. • Staff self-assessment and Professional Learning (PL) evaluations show 90%+ confidence in planning and delivering PBL and the use of metacognitive strategies by the end of the 2025/26 academic year.

ACTION PLAN					
No.	Actions 2025/26	Lead	Desired Impact for 2025/26	Sources of Evidence	S2SC Y/N
1	All teaching staff will receive training on metacognition and Problem Based Learning with exemplars and monitoring criteria issued	HF	All staff confidently deliver consistent, high-quality teaching aligned with agreed YT pedagogical expectations.	• Professional Learning (PL) registers • Training materials • QA forms	N
2	Every subject will ensure that their SoW identify opportunities for problem based learning.	HF	PBL becomes a visible and valued approach in every department, developing student inquiry and independence.	• Departmental schemes of learning • Lesson plans • Shared resources	N
3	A cross-departmental staff group will co-develop a YT Metacognition Toolkit, to be trialled in five departments and evaluated before whole-school rollout	HF	Staff have access to clear, effective tools for planning metacognitive activities, which are routinely used across subjects.	• Toolkit draft • Trial feedback forms • Teacher evaluations	N
4	After marking their own assessment, students will choose one target (from a list provided by the teacher) to work towards that they believe will help them make progress. In the following DIRT session the student works towards their target with support from the teacher.	HF	Students take ownership of their learning by selecting a personalised target after self-marking assessments. In the next DIRT session, they work purposefully towards it with tailored teacher support, leading to sharper focus, greater agency, and improved progress.	• Student voice • Book Reviews • Lesson Obs/LWs	Y

Teaching Evaluation
Autumn Term 2025/26
Autumn Term Attachments 2025/26
Spring Term 2025/26
Spring Term Attachments 2025/26
Summer Term 2025/26
Summer Term Attachments 2025/26

Potential priorities for 2026/26