'...and the child grew and became strong in spirit'
[Luke 1:80]



BRYNCOCH CIW PRIMARY SCHOOL

SCHOOL DEVELOPMENT PLAN 2026-2027

Happy Together
LEARNING FOR LIFE

1 Priority One - Reading, Literacy and Application Across the Curriculum

Why?

Reading is a strength, with most students progressing well. However, they inconsistently apply literacy skills across the curriculum, especially in writing. To address this, the school prioritises enhancing progression, disciplinary literacy, and independent skills application across all Areas of Learning and Experience.

- Reading progression is evident across all Areas of Learning and Experience (AoLEs).
- Most learners confidently use reading strategies for information access and curriculum depth.
- Learners engage in sustained reading, discuss texts confidently, and show improved comprehension.
- The Writing Journey is consistently implemented, exposing learners to various genres.
- Most learners independently edit, redraft, and improve their work based on feedback.
- Work scrutiny indicates stronger progression and purposeful literacy application in curriculum enquiries.

2 Priority Two - Curriculum Development through Enquiry-Based Learning

Why?

The school offers a diverse curriculum with educational visits and community engagement but lacks systematic implementation for knowledge and skills progression across all learning areas. Self-evaluation highlights the need to improve progression, learner agency, and skill application through enquiry-based learning, focusing on curriculum coherence and meaningful learner involvement.

- Curriculum planning demonstrates clear knowledge progression and skill integration.
- Learners articulate their learning purpose and connections to prior knowledge.
- Enquiry-based learning is consistently applied alongside essential explicit teaching.
- Learners actively contribute questions and ideas.
- Transfer of literacy, numeracy, and digital skills occurs purposefully.
- Monitoring indicates growth in curiosity, critical thinking, problem-solving, and learner agency.

3 Priority Three - Pedagogy: High-Quality Feedback and Learner Independence

Why?

Positive staff-pupil relationships and engaging learning environments are strengths, but learner independence and consistent feedback need improvement. Self-evaluation shows that students lack opportunities to understand and enhance their work. The focus is on enhancing pupil ownership, effective feedback, and independent learning throughout the school.

- Most learners can identify strengths and areas for improvement.
- Feedback is precise and timely, leading to improved learner work.
- Regular opportunities exist for learners to reflect and address misconceptions.
- Learning intentions emphasize knowledge and skills over tasks.
- Learning walks indicate less teacher direction and more learner decision-making.
- Learners show growing resilience, independence, and ownership across ages.

4 Priority Four - RVE, Spirituality and Christian Distinctiveness

Why?

Bryncoch, a Church in Wales school, aims to enhance learners' understanding of Christianity, diverse worldviews, and spirituality. While students show strengths in Christianity, there is a need for improved progression and reflection on various beliefs. The focus is on strengthening Religious and Values Education (RVE), spirituality, and Christian distinctiveness to align with the school's Christian vision.

- Learners deepen their understanding of Christianity and various worldviews.
- They explain how beliefs and values impact individuals and communities.
- They connect RVE concepts to broader curriculum inquiries.
- Learners articulate the significance of learning for their values and decision-making.
- Collective worship helps them relate Christian values to daily life.
- Monitoring reveals improved progression in RVE knowledge and attitudes across the school.