



## SCHOOL DEVELOPMENT PLAN

“  
*Providing outstanding support for pupils and their families in the local community.’ Estyn June 2023*

September 2025-August 2028

Chair of Governors  
Head teacher  
Deputy Head  
ALNCO  
Leaders of Learning

Andrew Wilde  
Rona Archer  
Linda Coleman  
Sharon Jones  
Sue Ainslie, Matthew Roberts

# Contents

Overview of SLT / Chair of Governors

School vision and aims

Contextual information

Summary of previous year's priorities and progress (2024- 2025)

Current year's priorities (2025– 2026)

Monitoring calendar

Priorities for September 2025-August 2028

Governing Body development plan 2025-26

Community working

## School Vision

As a community we

Learn  
Grow  
Achieve  
Together



Fel cymuned rydym i'n

Dysgu  
Tyfu  
Cyflawnigyda'n  
gilydd

### Our Aims at Ysgol Emmanuel:

To engage the learner with exciting, relevant content and opportunities for learning through experience and by doing.

To nurture creativity and capacity for independent and critical thought.

To help young people to understand how to be happy and to develop and maintain their own emotional, physical and mental well-being.

To be inclusive.

To create a community that builds tolerance, respect and empathy in young people.

To reduce the impact of poverty on outcomes and well-being for our pupils.

To further the professional development of our staff



## Contextual information

Ysgol Emmanuel is an English Medium Community Primary School catering for children aged 3-11. We are two form entry school with 4 pupils currently on roll including two Nursery classes (morning and afternoon), approximately 43% of our pupils are currently eligible for Free school meals. (This figure does not reflect the reality following the introduction of universal free school meals, some parents have not applied who are eligible.)

Our school is in an area which has been classed as the most deprived areas in Wales in the Index of multiple deprivation.

Table 1.3: Small areas of deep-rooted deprivation, 2025

LSOA code	Local Authority	LSOA Name	WIMD 2025 rank
W01000240	Denbighshire	Rhyl West 2	1
W01001421	Caerphilly	St James 3	2
W01000991	Bridgend	Caerau (Bridgend) 1	4
W01000237	Denbighshire	Rhyl South West 2	5

In our school 4% of pupils have English as an additional language (languages include Turkish, Tagalog, Romanian, Hungarian, Chinese, Kurdish, Vietnamese, Ukrainian, Sinhala and Mandarin). 3% of our pupils are Looked After Children. Approximately 8% of our pupils have additional learning needs. We have a Resource provision class for 8 pupils with complex ALN.

The school has well equipped classrooms, an Apple media suite and stimulating outdoor environments. Ysgol Emmanuel is over 100 years old and are proud to be a multi-generational school with ex pupils returning to the school once they have had their own children. Ysgol Emmanuel is located in the seaside resort of Rhyl and is in the county of Denbighshire. We are proud to be an active partner of the Rhyl Learning Community.

**Positive outcomes for children are at the heart of everything we do.**

Vision & Leadership	Curriculum, Learning & Teaching	Well-being, Equity & Inclusion
<p><b>Strengths:</b></p> <p>We have a clear vision for our school which is shared by all stakeholders. We have a system of distributed, supportive and compassionate leadership which involves staff at all levels.</p> <p>Self- evaluation is an ongoing and cyclical process which involves staff input, pupil voice, governor feedback and work scrutiny.</p> <p>The senior leadership team is stable and experienced giving clear strategic direction to the school in partnership with the Governing Body.</p>	<p><b>Strengths:</b></p> <p>Curriculum for Wales is embedded and cross curricular skills are improving year on year.</p> <p>Standards and progress are strong are high considering the low starting points of many pupils, evidenced in LNF progress scores and work in books / on Seesaw.</p> <p>Interventions are delivered effectively by Teaching assistants. Many pupils make progress due to these interventions.</p> <p>ALN support and provision is strong including the Resource Provision class.</p>	<p><b>Strengths:</b></p> <p>Wellbeing support is a major strength of our school as a Trauma Informed learning environment. A fully nurturing approach is shared by all staff at all levels. As a school in an area of multiple deprivation, inclusion and equity are key priorities in all activities.</p> <p>Support for the local community and families is strong which is evidenced in families feedback via surveys and parent voice.</p> <p>The PDG is used effectively to try to reduce inequality and maintain standards.</p>
<p><b>Areas to improve:</b></p> <p>Budgetary pressures need to continue to be monitored strategically in the upcoming academic and financial years to maintain pupil standards, including those with complex needs.</p> <p>Monitoring should be streamlined to move away from a singular Learning walk model into separate monitoring activities.</p>	<p><b>Areas to improve</b></p> <p>Professional learning to enhance Welsh provision. Teaching of Welsh and incidental spoken Welsh to be improved and extended.</p> <p>Staff and pupils' competency and understanding of the safe use of AI needs to be introduced and embedded.</p>	<p><b>Areas to improve:</b></p> <p>Provision for the most complex pupils needs to be constantly monitored for success and value for money.</p> <p>Attendance and engagement for harder to reach families or those with persistent absence needs to be improved.</p>

## 2024 – 2025 SDP evaluation

Priority and Area	Local, school or national priority?	Success criteria and monitoring process	How did we achieve this and was it successful?	Green = achieved Amber = partly achieved Red = not achieved
<b>1: To embed Numeracy skills across the curriculum</b>	School priority	<ul style="list-style-type: none"> <li>Numeracy across the curriculum will be embedded and used effectively to raise standards, monitored by Learning walks, book looks and assessment / progress scores</li> <li>The monitoring process will be coordinated by the AOLE lead (action plan priorities) and the SLT to show Numeracy being delivered across curriculum areas in a logical and cohesive way.</li> <li>Planning will be scrutinised by the Deputy head to ensure appropriate coverage of Numeracy across the curriculum.</li> <li>Joint books looks among teaching staff will identify good practice and areas for development, including continuity of mastery programme skills.</li> </ul>	<p>An AOLE action plan outlined priorities, actions, timescales, costings and milestones.</p> <p>Visits took place to a partner school to see good practice which was then disseminated to our school staff.</p> <p>Our monitoring cycle included learning walks, book scrutiny and pupil voice to assess progress and make changes where required.</p> <p>Our pupils continued to take part in the Lifesavers financial numeracy programme – this extended to having a credit union in school once a week staffed by pupils.</p> <p>Teacher planning was focussed on extended cross curricular skills</p> <p>Professional learning took place for teachers led by the Maths lead in school.</p>	<p>Green – Numeracy is well embedded across the curriculum and pupil skills have improved. See LNF reasoning scores and in books.</p> <p>Next steps Teachers to continue to build upon this as part of our overall curriculum</p>
<b>2: To improve the standard of extended writing across the school</b>	School priority	<ul style="list-style-type: none"> <li>Writing will have higher level of focus as reading and numeracy, this will be implemented through professional learning from Helen Bowen, collaboration with other RLC schools and targeted interventions for pupils (spelling and reading)</li> <li>Teachers will have an increased understanding of age expectation for each year group through cluster collaboration and professional learning on Progression steps and national expectations.</li> <li>Every class will have an extended piece of writing each half term to allow the children to gain valuable feedback and opportunities to re-draft and improve their work. These will be used as assessment pieces.</li> </ul>	<p>An AOLE action plan outlined actions, timescales and professional learning. Professional learning was sourced for teachers, the learning from this was then implemented and evaluated.</p> <p>The monitoring cycle including learning walks, book scrutiny and pupil voice focused on the standard of writing across the curriculum.</p> <p>The profile of extended writing was raised in planning and more opportunities explored.</p> <p>The Deputy Head had this target as her NPQH whole school strategic plan which meant the middle leader had help to keep the project on task.</p>	<p>Green – writing has improved across the curriculum and standards of extended writing have also improved. Re-drafting and feedback has resulted in better quality of work.</p> <p>Next steps Helen Bowen training to continue next year. Continued implementation of this year's work</p>

Priority and Area	Local, school or national priority?	Success criteria and monitoring process	How did we achieve this and was it successful?	Green = achieved Amber = partly achieved Red = not achieved
3: To continue to improve pupils' spoken Welsh language skills	National priority	<ul style="list-style-type: none"> <li>Spoken Welsh will continue to have a high priority and actions established to implement this.</li> <li>All schools will have the opportunity to engage in celebrations of Welsh language and culture across the Rhyl schools</li> <li>Audits of spoken Welsh will be collated via Hwb and compared for progress.</li> </ul>	<p>An action plan to outline actions and timescales was created and was overseen by the middle leader and KS2 lead as part of their senior and middle leaders whole school projects.</p> <p>There was a higher focus on spoken Welsh across KS2 due to a fluent Welsh speaker delivering PPA cover.</p> <p>Professional learning on planning was delivered by DCC specialist teacher on Continuum iaith.</p> <p>Incentive programmes (Tokyn iaith) were introduced to raise the profile of Spoken Welsh.</p> <p>School took part in the first RLC eisteddfod and displays focused on Welsh language and culture.</p> <p>Audits via Hwb were not successful due to technical difficulties so progress was difficult to measure.</p>	<p>Amber – to continue into next year to consolidate and improve spoken Welsh. Levels of Welsh have improved but not enough. The audits were not successful and a new way to capture this will be trialled next year.</p> <p>Next steps Welsh to be a continued priority for 25-26 to further improve levels of spoken Welsh and embed the whole school culture of speaking Welsh.</p>
4: To continue increase parental / family engagement as a Community focused school	National priority	<ul style="list-style-type: none"> <li>Parents and carers feel more engaged in the school community</li> <li>Classes and learning opportunities to be offered to parents as well as social opportunities</li> <li>Standards improve due to increased parental understanding and engagement</li> <li>Parents understand the benefits of good attendance and this effect this has on pupil attainment.</li> </ul>	<p>The Café re-opened for coffee morning twice a week, this has been run by FOYE.</p> <p>STAND and BCUHB courses were completed by parents and feedback was positive in end of course surveys.</p> <p>Open weeks and open days were held for parents, these were monitored by surveys and feedback was acted upon.</p> <p>Family link workers have held training courses (Solihull, Language and play) which had some parents attending but some parents dropped out and did not sustain for the entirety of the course.</p> <p>Attendance meetings resumed and follow-up actions with DCC EWO service. Attendance at the end of the year was 89.3% compared to 88.8% the year before. This needs to improve further next year.</p>	<p>Green – parental feedback was good and attendance at events has improved.</p> <p>Next steps Attendance processes need to continue next year to reduce persistent absenteeism.</p>

Priority 1: To continue to improve pupils' spoken Welsh language skills					IA3: Leading and Improving			
<b>Who?</b>	Linda Coleman, Matthew Roberts, Catherine Gilmore, Sharon Jones (Cymraeg lead)							
<b>Why?</b>	This is an ongoing Estyn recommendation. Through self evaluation, we realise that we need to develop pupils' Welsh skills now that English skills have improved to a good level. There has been progress during the year but this now needs to be embedded. Staff members are not fully implementing Welsh Professional Learning enough (knowledge from Sabbaticals and courses).							
<b>Areas to develop</b>	Improvement in standards in Welsh, for pupils and staff. Increased use of staff speaking Welsh around school							
Actions	Costs and funding source	PL and Re-source needs	By Whom	Milestone 1 & Progress made	Milestone 2 Progress made	Milestone 3 progress made	Monitoring process	Success criteria
<b>Evaluation of current spoken Welsh by staff</b>	None	PL for staff	RA SJ	<p>Audit of incidental Welsh in <b>September 2025</b> – MS forms to be sent out by RA – completed and course details sent out – 2 staff booked onto courses</p> <p>Language patterns to be agreed and staff to be trained if unsure on <b>September INSET 2025</b></p> <p>Staff to try to speak more Welsh during the day – conversational to raise profile of Welsh language – <b>check termly</b></p> <p>Publicise to parents in newsletter – <b>Sept 2025</b></p>	<p>Audit of Spoken Welsh in pupil voice <b>September 17th – completed</b></p> <p>Governor Learning Walk – <b>Oct 2025</b> to identify areas to develop – displays identified as needing to be bilingual.</p> <p>To include meet and greet to be done yn Gymraeg in every class – check on Learning walk in <b>Spring term</b></p>	<p>Audit of spoken Welsh responses by children – <b>April 22nd 2026</b></p> <p>Final audit of spoken Welsh by staff – <b>July 2026</b></p>	<p>Monitored through QA and pupil voice</p> <p>To be monitored by Criw Cymraeg</p>	<p>Staff to use the language patterns every-day with the pupils.</p> <p>Pupils to respond yn Gymraeg</p> <p>Levels of spoken Welsh are increased,</p>

Professional learning to improve staff skills	None	Language training		<p>Sglein ar lein training to be delivered to staff - use of teaching resources disseminated – training not completed due to other proprieties for training (IT) Staff meeting on <b>17th September</b> Review of Sglein ar lein – <b>December 2025 completed and intro re-sent by MR</b></p> <p>Performance management target for all staff apart from Welsh speakers for 2025- 26 <b>October 2025</b></p>	<p>Develop use of Hwb resources via staff training sessions - CG <b>January training day 2026</b></p> <p>Midpoint review of performance management target – <b>April 2026</b></p>	<p>Evaluation of Hwb and Sglein ar lein to plan for following year.</p> <p>Full analysis of Welsh delivery and standards <b>June 2026</b></p> <p>Final review of PM targets <b>Sept 2026</b></p>	Monitoring in Book look by AOLE lead	Lessons are delivered using Incidental Welsh more frequently
Eistedfoddau	None	None		<p><b>RLC heads to agree format and dates for Eisteddfod – July 2025</b></p> <p><b>Completed – 26<sup>th</sup> June agreed and categories</b></p>	<p>Welsh lead to plan activities for main Eisteddfod and organise classes to enter – <b>ongoing and participation in National Urdd</b></p>	<p>RLC eisteddfod entries to be organised and children to take part in all categories <b>June 2026</b></p>	Eisteddfod judges	All pupils in RLC schools have a greater awareness and sense of Cynefin

Priority 2: Staff to be upskilled in DCF including the use of AI and Hwb tools							IA1: Teaching and learning	
Who?	RA, SB, SJ and JR							
Why?	Monitoring of AI via staff surveys show that staff are not familiar with or confident in the use of AI in school. This is a fast moving area for education and our staff need to be upskilled. DCC policy is in the process of being agreed and training is needed in advance of that. AI							
Areas to Develop	Use of AI for teachers (lesson planning and delivery, resources, report writing). Use of apps to deliver AI content in lessons.							
Actions	Costs and funding source	PL and Resource needs	By Whom	Milestone 1 & Progress made	Milestone 2 Progress made	Milestone 3 progress made	Monitoring process	Success criteria
Professional learning on AI	None	Hwb	SLT SB	<p>Staff audit of confidence in AI use in school – <b>June 2025</b></p> <p>Training needs to identified and INSET planned and agreed <b>July 2025</b></p> <p>Staff to complete modules in Hwb on AI on <b>Sept INSET day 2025</b></p>	<p>Staff review of knowledge and understanding - further PL to be identified <b>December 2026</b></p> <p>Review of lesson delivery – <b>December 2025</b></p> <p><b>Update INSET in Jan to continue this – completed Copilot, Seesaw, Gemini etc shared</b></p>	<p><b>DCC Policy for AI to be agreed and implemented by staff including safe use (GDPR etc) Still waiting in-house one agreed with principles</b></p> <p><b>Policy to be ratified by Governing Body December 2025</b></p> <p><b>Policy implemented Spring term 2026</b></p>	<p>Attendance at training</p> <p>Agreement of policy</p> <p>Book looks</p>	<p>Staff will be knowledgeable on the use of AI in schools, including the benefits and drawbacks.</p> <p>Staff will be able to save time and increase wellbeing due to reduced workload</p>
DCF training	None	Hwb	SB SLT	<p>SB to deliver Common sense training on <b>Sept 2025 INSET day</b></p> <p>Staff to plan these lessons (see below)</p>	<p>Develop use of Hwb resources via staff training sessions - SJ</p> <p><b>Completed on January training day</b></p>	<p>VR headset refresher training by JR</p> <p><b>January training day – completed</b></p>	<p>Pupil voice – digital leaders to monitor</p>	<p>Staff are more confident using digital tools to deliver the DCF objectives across the curriculum</p>

Lessons on the safe use of AI	None	Hwb Common sense education	All teachers	Staff to complete PL on Commons Sense education platform on Sept INSET day 2025 - completed	Common sense lessons to be mapped into the YE curriculum map for Autumn term for all classes except Nursery <b>Completed Autumn term</b>	Evaluation of lesson content and delivery by December 2025  Plan for next two terms to be agreed with DHT in January 2026 <b>Whole school evaluation Feb INSET</b>	Planning scrutiny Book look DCF Pupil voice	All pupils will have greater awareness of A in lessons – pupils will have greater skill levels in this area of DCF
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Priority 3: To balance the school budget without a reduction in standards					IA3: Leading and Improving			
<b>Who?</b>	RA / Governing Body							
<b>Why?</b>	School budgets are being cut and staffing costs are increasing. Standards including for ALN provision need to be maintained in difficult budgetary climate. GB have to set a balanced budget.							
<b>Areas to Develop</b>	Staffing costs to be scrutinised monthly including supply costs. Capitation to be monitored for possible overspend. Grant funding to be sourced for 'extras'. Budget to be							
Actions	Costs and funding source	PL and Resource needs	By Whom	Milestone 1 & Progress made	Milestone 2 Progress made	Milestone 3 progress made	Monitoring process	Success criteria
<b>Monthly updates form Business and Finance manager</b>	RLC salary contribution	None SIFD training if needed	RA ET Finance committee	<b>Budget for 25-26 to be ratified formally by GB Full Gobs July 2025</b>  End of year finance report to be ratified by Governing Body <b>Oct 2025.</b>	<b>Business and finance manage termly reports to be scrutinised by HT for savings and overspend.</b>  Finance committee to scrutinise spending decisions. October 2025 Feb 2026 <b>May 2026</b>	End of financial year budget to be scrutinised for staffing capacity and decisions. <b>April 2026</b>  Forward planning to be agreed in <b>May 2026</b>	Finance committee Business and finance manager – HT meetings	Budget is still in surplus position at end of financial year 25-26 and forecast for 26-27 is projecting a small surplus.

				ALN and capitation budget to be scrutinised for costings and savings <b>October 2025</b> <b>Updated IDPs linked to budget completed Jan 26</b>				
<b>Staffing considerations</b>	Delegated budget Grant funding	None	RA Staffing committee	Staffing to be scrutinised for savings in year e.g. TAs who leave may not be replaced. <b>July 2025</b>	Staffing to be scrutinised for savings in year e.g. teachers who leave may be replaced by HLTA. <b>October 2025</b>	All staffing to be considered in readiness for the new financial year in <b>April 2026</b>	HT Business and finance manager Staffing and Finance committees	Budget is still in surplus position at end of financial year 25-26 and forecast for 26-27 is projecting a small surplus.

	2024-2025	2025-2026	2026-2027
	Priority	Priority	
Priority 1	To fully embed Numeracy across the curriculum	To continue to improve pupils' spoken Welsh language skills	To improve the standard of core skills across the school (Lit/Num/ DCF)
Priority 2	To improve the standard of writing across the school	Staff to be upskilled in Hwb / DCF and AI	To build Welsh language skills to include Welsh reading
Priority 3	To continue to improve pupils' spoken Welsh language skills	To balance the school budget without a reduction in standards	To continue to expand community focused schools approaches and cluster working
Priority 4	To continue increase parental / family engagement as a Community focused school		

## Governing Body development plan 2025-2026

Development area	Training / action required	Responsible governor / person	Deadline / timeline	Success criteria	Evaluation
Safeguarding	Audit to be completed by HT and agreed by Safeguarding governor	Safeguarding governor – Andrew Wilde	November 2025	Safeguarding audit to be completed and updated annually	Completed
Safeguarding	Safeguarding training to be completed by all Governors	Headteacher / clerk	November 2025	All governors training is up to date	Completed
Safeguarding (DBS)	Register of DBS update and correct	Clerk	November 2025	All governors have up to date DBS	Completed
Teaching and Learning (Monitoring)	Learning walks to be attended by governors each term	Governors	Termly	All learning walks have at least one governor in attendance	Aut and Spring terms completed
Professional learning	Governors to complete additional training and review training presentations when circulated	Governors	As offered	Governors have a broader understanding of the national mission and local issues e.g .funding, middle tier review etc	Ongoing Clerk has list of training attended

## Working with the community

Action	With whom	How	Evaluation
To continue to develop the Cafe as a parent hub	School Community	Open the café two mornings a week to encourage parents to come into school	Popular and raising money for FOYE – good contact for parents who feel isolated
RLC action as per action plan	RLC school	HT and staff to work with other schools to achieve action plan targets	Ongoing Lishon, Taith and Collaboration completed
Family link workers	Targeted families	FLW to run training courses and offer support to identified families	Ongoing – reduction in FLW capacity
External agencies	Children’s services, health, police, youth justice, family link workers etc.	SLT participation in professionals meetings, communication of concerns and dedicated training sessions with pupils	Ongoing
Open days for families	Pupils	Staff to run open days to showcase pupil work	One held in Aut term, need to plan more
Social enterprise project	Pupils	Classes to run the social enterprise project to raise money for local charities	Ongoing – successful so far.

## Pupil Development Grant 2025-26 (£254,150)

The purpose of the Equity part of the Budget or Pupil Development Grant is to improve the educational attainment of pupils from low income families and who are entitled to free school meals (eFSM). Schools are expected to maximise the use of this funding by introducing sustainable strategies which will quickly lead to improved outcomes for pupils entitled to free school meals.

We will use the funding available to:

- Employ Teaching Assistants to work part time with groups of pupils in Foundation Phase and Key Stage 2. They will plan and deliver intervention strategies for groups of learners, monitor and track pupil progress.
- Employ Teaching Assistants to work with vulnerable children/small groups to improve basic skills, reading, literacy and numeracy within Foundation phase.
- Employ Teaching Assistants to support pupils, to support parental and community engagement and to involve parents and carers in community activities.
- Employment of an Attendance Officer to support attendance/punctuality of pupils.
- Employment of Teaching Assistants to lead on well-being and nurture programmes
- Allocation of Teaching Assistants to run the walking bus, this is to support attendance/punctuality of pupils in the school.
- Investment in ICT development/literacy and numeracy resources.
- Financial Assistance for educational visits and trips
- Funding of Play Therapy sessions
- Rhyl Learning Community (RLC) – to develop capacity to collaborate on joint projects across the RLC that develops school to school working and proliferation of good practice.