



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

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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 459 pupils currently on roll including two Nursery classes (morning and afternoon), approximately 63% of our pupils are eligible for Free school meals.

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

In our school 6% of pupils have English as an additional language (languages include Turkish, Tagalog, Romanian, Hungarian, Chinese, Kurdish, Vietnamese, Ukrainian, Russian, Sinhala and Mandarin). 3% of our pupils are Looked After Children. Approximately 26% of our pupils have additional learning needs. We have a Resource provision class for 12 pupils with ALN.

Rank	LSOA name	Local Authority
1 (most deprived)	Rhyl West 2	Denbighshire
2	Rhyl West 1	Denbighshire
3	St. James 3	Caerphilly
4	Tylorstown 1	Rhondda Cynon Taf
5	Caerau (Bridgend) 1	Bridgend

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 a part of the Rhyl Learning Community.

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

2024 – 2025 SDP evaluation

Priority and Area	Local, school or national priority?	Success criteria	How did we achieve this?	Green = achieved Amber = partly achieved Red = not achieved
Priority 1: To embed Numeracy skills across the curriculum	School priority	<ul style="list-style-type: none"> Numeracy across the curriculum is embedded and used effectively to raise standards Monitoring process via AOLE lead (action plan priorities) SLT shows Numeracy being delivered across curriculum areas in a logical and cohesive way 	<ul style="list-style-type: none"> Action plan to outline actions and timescales Visit to partner school to see good practice Monitoring cycle including learning walks, book scrutiny and pupil voice Lifesavers financial numeracy programme Focused teacher planning for cross curricular skills Professional learning for teachers 	Green
Priority 2: To improve the standard of extended writing across the school	School priority	<ul style="list-style-type: none"> Writing will have higher level of focus as reading and numeracy Teachers will have an increased understanding of age expectation for each year group 	<ul style="list-style-type: none"> Action plan to outline actions and timescales Professional learning for teachers Monitoring cycle including learning walks, book scrutiny and pupil voice Raised profile of extended writing in planning DHT NPQH whole school strategic plan 	Green
Priority 3: To continue to improve pupils' spoken Welsh language skills	National priority	<ul style="list-style-type: none"> Spoken Welsh will continue to have a high priority and actions established All schools will have the opportunity to engage in celebrations of Welsh language and culture across the Rhyl schools 	<ul style="list-style-type: none"> Action plan to outline actions and timescales Senior and middle leaders whole school projects – higher focus across KS2 Planning by specialist teacher on Continuum iaith Incentive programmes (Tokyn iaith) RLC eisteddfod participation and displays focusing on Welsh language and culture 	Amber – to continue into next year to consolidate and improve spoken Welsh
Priority 4: To continue increase parental / family engagement as a Community focused school	National priority	<ul style="list-style-type: none"> Parents and carers feel more engaged in the school community Classes and learning opportunities to be offered to parents as well as social opportunities Standards improve due to increased parental understanding and engagement Parents understand the benefits of good attendance and this effect this has on pupil attainment 	<ul style="list-style-type: none"> Café re-opened for coffee morning twice a week – run by FOYE STAND and BCUHB courses complete by parents Open weeks and open days for parents Family link workers have held training courses (Solihull . Language and play) Attendance meetings resumes and follow up actions with DCC EWO service - Attendance is 89.6% compared to 89.4% last year 	Green

Priority 1: To continue to improve pupils' spoken Welsh language skills						
IA3: Leading and Improving						
Who?	Linda Coleman, Matthew Roberts, Catherine Gilmore, Sharon Jones (Cymraeg lead)					
Why?	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).					
Areas to develop	Improvement in standards in Welsh, for pupils and staff. Increased use of staff speaking Welsh around school					
How?	Evaluation of current spoken Welsh by staff	Audit of incidental Welsh	Language patterns to be agreed and staff to be trained	Staff to speak more Welsh during the day – conversational to raise profile of Welsh	Monitored through QA and pupil voice, by Criw Cymraeg	Levels of spoken Welsh are increased
	Professional learning to improve staff skills	Sglein ar lein training to be delivered to staff Performance management target for all staff apart from Welsh speakers for 2025- 26	Develop use of Hwb resources Midpoint review of performance management target – March 2026	Evaluation of Hwb and Sglein ar lein to plan for following year.	Monitoring in Book look by AOLE lead	Lessons are delivered using Incidental Welsh more frequently
	Eistedfoddau	RLC heads to agree format and dates for Eisteddfod	Welsh lead to plan activities for main Eisteddfod	RLC eisteddfod entries to be organised and children to take part in all categories	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.					
How?	Professional learning on AI	Staff audit and training needs identified Training delivered by DCF leads	Staff to complete Hwb modules in Hwb	DCC Policy for AI to be ratified and implemented by staff including safe use (GDPR etc)	Agreement of policy Book looks	Staff and pupils will be knowledgeable on the use of AI in schools, including the benefits and drawbacks.
	DCF training and lessons on the safe use of AI	Common sense training, staff to deliver lessons to pupils	Further develop use of Hwb resources via staff training sessions	VR headset refresher training Evaluation of lesson content and delivery	Planning scrutiny Book look DCF Pupil voice	Staff are more confident using digital tools to deliver the DCF objectives across the curriculum

Priority 3: To balance the school budget without a reduction in standards						
IA3: Leading and Improving						
Who?	RA / Governing Body					
Why?	School budgets are being cut and staffing costs are increasing. Standards need to be maintained in difficult budgetary climate. GB have to set a balanced budget.					
Areas to Develop	Staffing costs to be scrutinised monthly including supply costs. Capitation to be monitored for possible overspend. Grant funding to be sourced for 'extras'.					
How?	Monthly updates form Business and Finance manager	Budget for 25-26 to be ratified formally by GB ALN and capitation budget to be scrutinised for costings and savings	Business and finance manage termly reports to be scrutinised by HT for savings and overspend.	End of financial year budget to be scrutinised for staffing capacity and decisions. April 2026	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.
	Staffing considerations	Staffing to be scrutinised for savings in year	Staff to be kept informed of pressures	All staffing to be considered in readiness for the new financial year	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	
Safeguarding	Safeguarding training to be completed by all Governors	Headteacher / clerk	November 2025	All governors training is up to date	
Safeguarding (DBS)	Register of DBS update and correct	Clerk	November 2025	All governors have up to date DBS	
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	
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	

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	
RLC action as per action plan	RLC school	HT and staff to work with other schools to achieve action plan targets	
Family link workers	Targeted families	FLW to run training courses and offer support to identified families	
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	
Open days for families	Pupils	Staff to run open days to showcase pupil work	
Social enterprise project	Pupils	Classes to run the social enterprise project to raise money for local charities	

Pupil Development Grant 2025-26

We are in receipt of £254,150 for PDG.

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 improve standards and pupil outcomes by:

- *Employing 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.*
- *Employing Teaching Assistants to work with vulnerable children/small groups to improve basic skills, reading, literacy and numeracy within Foundation Phase.*
- *Employing Teaching Assistants to support parental and community engagement and to involve parents and carers in community activities.*
- *Employing an Attendance Officer to support attendance/punctuality of pupils.*
- *Employing Teaching Assistants to lead on well-being and nurture programmes*
- *Allocating of Teaching Assistants to run the walking bus, this is to support attendance/punctuality of pupils in the school.*
- *Investing in ICT development/literacy and numeracy resources.*
- *Giving financial Assistance for educational visits and trips*
- *Funding of Play Therapy sessions*
- *Collaboration in the 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.*