Ysgol Cynfran

Cyd Fyw, Cyd Ddysgu, Cyd Dyfu • Living, Learning, Growing Together



SCHOOL DEVELOPMENT PLAN

Targets 2026-27

All about us

Ysgol Cynfran is a village school in Llysfaen on the outskirts of Colwyn Bay. Llysfaen is surrounded by nature walks on the Marian mountain and has easy access to the local beach. Ysgol Cynfran prides itself in being an inclusive and nurturing school. We teach a range of children from age 3-11 and feed into Ysgol Bryn Elian. We have a pump track that develops pupils' cycling skills whilst also developing their resilience, physical skills and promotes mental wellbeing.



Estyn Recommendations

- **R1.** Ensure that all pupils develop as effective independent learners able to make choices about how they learn
- **R2.** Strengthen professional learning opportunities to ensure that they are linked appropriately to the aspects of teaching and learning in need of improvement
- **R3.** Improve pupils' attendance

Ysgol Cynfran was inspected in May 2025. The recommendations from this inspection will be addressed through the priorities set out in this School Development Plan.

Awarded Eco Schools platinum award for the 10th year running

Eco-Schools

Cymraeg Campus

Learners celebrate the Welsh language, culture and heritage throughout the work they complete.

Strengths

VISION AND LEADERSHIP

We are the first school in Conwy to offer regular cycle lessons with our innovative pump track.
The school is excellent at supporting staff development.

CURRICULUM, LEARNING AND TEACHING

The school has made good progress in making the Curriculum For Wales bespoke to Ysgol Cynfran. The school has good links with schools in the Bryn Elian cluster. The school prides itself on effective transition at all stages of development. The school owns minibuses allow us to access independent authentic experiences in the local area and beyond.

WELLBEING, EQUITY AND INCLUSION

The school boasts a huge outdoor area for pupils to learn outside the classroom. Our ALNCo is part of the ALN cluster working group ensuring ALN provision is up to date and fit for purpose. Excellent emotional and nurture support from trained staff.

Evaluation of previous targets 2025-26

Target 1: Staff have a stronger understanding of Enabling Learning, with improving practice across the school, although consistency remains variable. Numeracy provision and independent maths challenges are strengthening pupils' independence, problem-solving and reasoning, with positive gains in maths outcomes. Feedback strategies, peer learning and increased use of digital technology are supporting pupil engagement and independence. Phonics and spelling approaches are embedded across the school, but reading progress remains inconsistent. Welsh is promoted regularly, though pupils' spontaneous use of the language is still developing.

Target 2: Pupil voice is becoming more embedded across the school through Senedd groups and classroom practice, with many pupils feeling listened to and engaged in school life. Wellbeing survey results are very positive, with most pupils reporting that they feel happy, safe and supported in school. Attendance continues to be promoted through rewards, pupil wellbeing initiatives and cluster collaboration, although measurable impact on attendance is still limited. Opportunities for pupils to contribute more directly to school improvement and attendance strategies remain an area for development.

Target 3: Professional learning and monitoring are increasingly aligned to school priorities, leading to improvements in areas such as phonics, maths and spelling. Staff value collaboration, peer observations and professional dialogue, which are helping to strengthen classroom practice. Monitoring processes are identifying strengths and areas for development, although evaluation of impact on pupil outcomes, particularly reading, is not yet fully embedded. Further work is needed to strengthen enquiry-based professional learning and ensure more consistent progress across year groups.

EXTERNAL SUPPORT

Ffit Conwy | Family Centre | Research | Outside Agencies | Cluster Work

What will we achieve and how?

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The 8 Contributory Factors we use to measure improvement

1. Enabling learners to make progress
2. Listening to Learners
3. Supporting wellbeing
4. Knowledge, Skills & Experience
5. Community
6. Reflection & evaluation
7. Pedagogical skills
8. Learning Organisations



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Priority 1: Improve Consistency in Pupil Progress Through High-Quality Reading Provision

Actions

- Review reading assessment data and identify pupils requiring intervention.
- Continue the implementation of Monster Phonics across the school.
- Deliver targeted reading interventions for identified pupils.
- Monitor the impact of interventions termly.
- Develop opportunities for pupils to apply reading skills across the curriculum.
- Strengthen guided reading provision.
- Promote reading for pleasure through whole-school initiatives.

Success Criteria

- Most pupils make at least expected progress in reading.
- Many pupils apply reading skills confidently across the curriculum.
- Reading teaching is consistently effective across the school.
- Many pupils independently select and use appropriate reading strategies.
- Pupils receiving interventions make measurable gains in attainment.

Priority 2: Develop Independent and Reflective Learners with a Focus on the Five Mathematical Proficiencies

Actions

- Revisit and embed Enabling Learning guidance.
- Embed the five mathematical proficiencies in planning and teaching.
- Provide opportunities to apply mathematical proficiencies across the curriculum.
- Introduce and refine KS2 missions to support independent learning.
- Audit mathematics provision to ensure appropriate challenge and progression.

Success Criteria

- Most pupils make informed choices about how they learn.
- Many pupils show resilience when solving problems.
- Most pupils can explain their learning and identify next steps.
- Many pupils independently apply the five mathematical proficiencies.
- Classrooms consistently promote independence and reflection.

Priority 3: Improve Attendance Through an Inclusive, Relationship-Based Approach

Actions

- Complete the Inclusive Attendance self-assessment.
- Deliver Inclusive Attendance professional learning for staff.
- Review attendance procedures and policy.
- Develop a whole-school attendance strategy focused on belonging and engagement.
- Create attendance profiles for pupils at risk of persistent absence.
- Introduce targeted attendance support plans.
- Strengthen parental engagement and support.
- Develop attendance case studies to evaluate impact.
- Evaluate implementation of the Inclusive Attendance framework.

Success Criteria

- Attendance improves across the school.
- More pupils attend school regularly and understand the importance of attendance.
- Pupils report a strong sense of belonging.
- Staff confidently apply the Inclusive Attendance framework.
- Families engage positively with attendance support.
- Pupils at risk of persistent absence receive timely and effective support.

Cluster Priority: Strengthen the Use of Welsh Across School Life

Actions

- Develop whole-school Welsh language patterns linked to the Continwwm Iaith.
- Introduce Welsh playground ambassadors.
- Further develop Welsh assemblies and celebration events.
- Implement Criw Cymraeg monitoring activities.
- Participate in the Cluster Eisteddfod.

Success Criteria

- Most pupils confidently use familiar Welsh patterns in everyday situations.
- Many pupils initiate conversations in Welsh beyond lesson time.
- Staff consistently model Welsh throughout the school day.
- Pupils demonstrate pride in Welsh language and culture.
- Welsh is increasingly visible and heard throughout school life.