



Whitestone Primary School SDP Strategic Priorities and National Prioriti 25/26

(Summary of the priorities for 2025/2026 for governors monitoring)



Sub Priorities	Intended Impact/Success Criteria	Lead Person (to include governors)	Timeline	Link to Monitoring/Self Evaluation Activities that will give you evidence of impact on learners
STRATEGIC PRIORITY 1: <i>To develop a school-wide culture of promoting pupil independence in learning</i> ESTYN IA1 – Teaching and Leading				
S1A Ped	Develop a consistent, whole-school approach to fostering pupil independence across all learning experiences.	<ul style="list-style-type: none"> Staff demonstrate a shared understanding of what pupil independence looks like across phases. Learners show increased confidence in making decisions about their learning. Planning and teaching reflect opportunities for pupil choice, self-assessment, and reflection. Observations and work scrutiny show progression in independent learning behaviours 	<p style="text-align: center;">SMT</p> <p style="text-align: center;">Teachers</p> <p style="text-align: center;">SMT and Teachers</p>	<p style="text-align: center;">By July 2026</p> <p style="text-align: center;">Pedagogy</p>
S1B WB	Enable learners to take greater ownership of their progress and decision-making.	<ul style="list-style-type: none"> Pupil voice indicates a sense of ownership and autonomy in learning. Learners can articulate their learning goals and reflect on their progress. Increased use of purposeful self- and peer-assessment strategies in classrooms. Planning and teaching consistently include opportunities for pupil choice and voice. Pupil voice indicates increased confidence and autonomy in learning. 	<p style="text-align: center;">RK</p> <p style="text-align: center;">SMT and Teachers</p> <p style="text-align: center;">Teachers/SMT</p> <p style="text-align: center;">Teachers</p> <p style="text-align: center;">RK</p>	<p style="text-align: center;">July 26</p> <p style="text-align: center;">Wellbeing</p>

		<ul style="list-style-type: none"> • Observations and book looks show evidence of independent learning behaviours. • Pupils play a larger role in deciding what they want to learn and how they learn • School Council and other Pupil Voice group members feel empowered, know that they are listened to and involved in decisions that affect other learners 			
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STRATEGIC PRIORITY 2: *To Develop reading skills across the school by embedding strategies that promote higher order reading skills, enabling learners to analyse, evaluate, and interpret texts with increasing independence.*

ESTYN IA3 Leading and Improving, IA1 Teaching and Learning

S2A Ped	Embed Consistent Whole-School Approaches to Higher Order Reading Skills	<ul style="list-style-type: none"> • Learners demonstrate improved ability to answer and generate higher order questions about texts. • Staff consistently plan and deliver lessons that include opportunities for analysis, inference, and evaluation. • Pupil voice shows increased confidence and engagement with challenging texts. • Observations and L2L provide evidence of progression in higher order reading skills. 	Teachers Pupil Voice Leads (RK, MG, SJ, BT, KC) SMT and CaL	July 26	Pedagogy
S2B Ped	Enhance Curriculum Planning to Include Challenging Texts	<ul style="list-style-type: none"> • A completed audit of current reading resources is available and reviewed annually. • New texts added reflect a diverse range of genres, cultures, and complexity levels. • Staff report increased confidence in selecting texts that support higher order reading skills. 	CL BP/CL Teachers	July 2026	Pedagogy

		<ul style="list-style-type: none"> Pupil engagement with new texts increases, as measured by reading logs or pupil voice. 			
S2C Ped	Ensure targeted Support for Vulnerable and Underperforming Learners	<ul style="list-style-type: none"> Clear criteria and assessment tools (e.g. reading comprehension assessments, teacher observations, pupil voice) are used consistently across all classes to identify pupils needing support. A register of pupils requiring support is maintained and updated termly. Staff can confidently articulate which pupils need support and why, based on evidence. Pupil profiles include specific reading skill gaps (e.g., inference, evaluation) and are used to inform planning. 	SMT CJ Teachers CaL/SMT	Dec 25	Pedagogy
S2D WB	Engage Parents and the Wider Community	<ul style="list-style-type: none"> At least 60% of families attend one or more reading workshops during the academic year. Parent/carer feedback indicates increased confidence in supporting reading at home. Home reading logs or pupil voice show increased engagement with higher order reading activities (e.g., asking questions, discussing themes). Resources (e.g., guides, videos, book lists) are distributed and accessed by at least 75% of families. Improvement in reading outcomes for pupils whose families engaged 	SMT CaL CaL SMT	Feb 2025 March 25 and July 25 Feb 2025 July 2025	Wellbeing

		with the support, as evidenced by internal tracking.			
STRATEGIC PRIORITY 3: <i>To strengthen community engagement at Whitestone.</i> IA3 Leading and Improving					
S3A WB	To continue to improve attendance	<ul style="list-style-type: none"> Attendance target of 92.5% for 2025-26 is achieved Reduced anxiety of persistent absentees as they are welcomed on return to school and have immediate support and encouraged about anything essential that they have missed. Persistent absenteeism improves. These pupils have a greater belonging to school are more engaged in class as they are present for key teaching 	BP/CS BP and Teachers BP/CS	July 2026	Wellbeing
S3B Ped	To develop the cross cutting theme Careers and Work Related Education (CWRE) in order to raise career aspirations	<ul style="list-style-type: none"> All staff share an understanding of the CWRE curriculum and its benefits Parents aware of the benefits of CWRE curriculum Parents more involved and partnerships strengthened 	BP/BT BP/BT		Pedagogy
S3C WB	To further engage parents in pupils learning.	<ul style="list-style-type: none"> Improved home-school partnerships Enhanced pupil outcomes Parents empowered to support learning at home more confidently and accurately Increased transparency and trust, as parents have an insight into teaching methods and expectations. 	BP Teachers		Wellbeing

		<ul style="list-style-type: none"> • Consistent learning habits at home supports and reinforces key skills. • Shared learning experiences strengthens family engagement in education. 	BP/SMT		
S3D F&P	To attract new families by emphasising the school's unique value, creating stronger community relationships, and utilising targeted marketing strategies	<ul style="list-style-type: none"> • The new website is live and accessible via the school's domain. • Website is fully mobile-friendly and passes responsiveness checks. • Design is visually engaging, easy to navigate, and meets accessibility standards • Regular posting schedule established on Facebook (daily or weekly). • Engagement metrics tracked (likes, shares, comments) • There is at least one post per month highlighting local partnerships/events (e.g., Dani Dee Dance School, holiday sports camp, MCC family day). • Local businesses/events featured on website and/or social media • Flyers and posters designed with consistent branding distributed in the locality. • Messaging emphasises school ethos, facilities, and unique offerings. 	<p>BP</p> <p>BP</p> <p>BP, CAM</p> <p>BP and CAM</p> <p>BP</p> <p>BP</p> <p>BP</p> <p>BP/CAM</p> <p>BP</p>		Finance & Premises

National Priorities

<p>➤ Aim and objectives</p> <p>Aim In Wales, education is our national mission. Together we will achieve high standards and aspirations for all, tackling the impact of poverty on attainment and ambition. All learners, whatever their background, are supported to be healthy, engaged, enterprising and ethical citizens, ready to play a full part in life and work.</p> <p>Objectives</p> <div style="display: flex; justify-content: space-between; font-size: 8px;"> <div style="width: 15%; background-color: #0070C0; color: white; padding: 2px;"> <p>Objective 1: Learning for life In our everyday lives, we learn, and continue to learn, developing our knowledge and skills, and engaging in experiences that are relevant to their lives, today and into the future.</p> <p>What we will do: Ensure that all learning is guided by the four purposes of the curriculum through collaboration across practice and with industries and employers.</p> </div> <div style="width: 15%; background-color: #C00000; color: white; padding: 2px;"> <p>Objective 2: Breaking down barriers In our everyday lives, we learn, and continue to learn, developing our knowledge and skills, and engaging in experiences that are relevant to their lives, today and into the future.</p> <p>What we will do: Identify, support and targeted actions ensure that all learners gain the knowledge, skills and competence to be an active citizen, including the cross-curricular skills of literacy, numeracy and digital competence.</p> </div> <div style="width: 15%; background-color: #0070C0; color: white; padding: 2px;"> <p>Objective 3: A positive education experience for everyone, with learners and staff supported in their wellbeing and resilience, which is essential for improving education outcomes and life chances.</p> <p>What we will do: Ensure that learners are supported to be healthy, confident individuals, ready to lead fulfilling lives as valued members of society.</p> </div> <div style="width: 15%; background-color: #0070C0; color: white; padding: 2px;"> <p>Objective 4: High-quality teaching and leadership, where everyone benefits from the best professional learning so that they can support the success of all learners, particularly those who are socio-economically disadvantaged.</p> <p>What we will do: Continued capacity and support for all staff from initial training through to ongoing, focused on realising the four purposes of the curriculum, and capacity and capability to support the success of all learners.</p> </div> <div style="width: 15%; background-color: #0070C0; color: white; padding: 2px;"> <p>Objective 5: Community-based learning, with strong relationships engaging, integrating and being empowered by their communities.</p> <p>What we will do: Empower all learners, families and communities to build strong relationships and partnerships with education providers, so that we build knowledge and deliver world-class education locally and nationally.</p> </div> <div style="width: 15%; background-color: #0070C0; color: white; padding: 2px;"> <p>Objective 6: Cymraeg belongs to us all, giving every learner equal access to the language and the opportunity to reach their potential.</p> <p>What we will do: Encourage the use of Welsh across the education system, as an integral part of Curriculum for Wales, our Cymraeg 2050 ambition and expanding provision post-16 to ensure through Welsh and opportunities to learn the language in active and engaged environments.</p> </div> </div>
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