



School improvement priorities:

Academic Year 2026-27:

1. **TEACHING** Embed consistently high-quality teaching across all phases so that all pupils, including those with additional learning needs and from disadvantaged backgrounds, make strong progress in their learning. (Governor Links: Sam Evans, Lynne Walters, Parent 4)
2. **SKILLS** Strengthen the strategic planning and delivery of cross-curricular skills to secure progressive pupil development and enhance staff expertise through Google Sites. (Governor Links: Cllr Gwynfor Thomas, Cllr Peter Lewis, Parent 3)
3. **CYMRAEG** Embed a coherent, progressive whole-school approach to Welsh that increases pupils' confidence, independence and spontaneous use of the language in formal and informal contexts, while securing the relevant Siarter Iaith and Cymraeg Campus accreditations and delivering the school's Cynllun Cyflawni'r Gymraeg. (Governor Links: Lowri Williams, Sarah Lewis, Tara Harries, Parent 2)
4. **ATTENDANCE – Improve** attendance and reduce persistent absence to ensure that all pupils have consistent access to high-quality learning, enabling them to make sustained progress, achieve their potential and make informed choices about their future pathways. (Governor Links: Lucy Roberts, Charlie Whitehall, Parent 1)

Academic Years 2026-29:

1. **Teaching and Learning Excellence**
Secure consistently high-quality teaching and learning across Cyfnod Cynradd and Cyfnod Uwchradd by reducing variation, ensuring most pupils, including those with ALN and from disadvantaged backgrounds, make strong progress in their learning.
2. **Progressive Skills Development**
Strengthen the strategic planning, teaching, and assessment of cross-curricular skills so that nearly all pupils make sustained, progressive gains in literacy, numeracy and digital skills across the curriculum.
3. **Cymraeg 2050 Commitment**
Increase opportunities for all pupils to use the Welsh formally and informally, across the curriculum and in wider school life.
4. **Inclusive and Positive Learning Culture**
Embed a whole-school culture of high expectations, wellbeing, and inclusion by ensuring consistent implementation of behaviour and pastoral strategies, strengthening ALN provision in line with the ALN Act 2018, and further developing pupils' positive attitudes to learning.

National Priorities:

Wales's education priorities remain clearly focused on **fairness, quality, and cultural identity**. The coordinated national mission, legislative frameworks like the 2025 Welsh Language and Education Act, and Estyn's evolving inspection regime all serve to strengthen children's learning, mental health, bilingual fluency, and long-term equity.

Welsh Government: "Our National Mission"

As of March 2023, the Welsh Government outlined its national mission: *"high standards and aspirations for all by tackling the impact of poverty on educational attainment and supporting every learner"* [journal.uwp.co.uk+9GOV.WALES+9Education Wales+9cscjes.org.uk+4GOV.WALES+4GOV.WALES+4](https://www.gov.wales/education-wales).

The mission is framed by six key objectives under the Curriculum for Wales, delivered from September 2022:

1. Learning for Life – Deliver learning aligned with the four purposes of the curriculum, supporting literacy, numeracy, digital skills, and lifelong learning opportunities [Wikipedia+2GOV.WALES+2GOV.WALES+2](https://www.gov.wales/education-wales).
2. Breaking Down Barriers – Closing the attainment gap, particularly for disadvantaged students, and addressing the effects of socio-economic inequality [GOV.WALES](https://www.gov.wales/education-wales).
3. Positive Educational Experience – Promoting wellbeing, safety, inclusivity, enrichment opportunities, and mental health support [GOV.WALES](https://www.gov.wales/education-wales).
4. High Quality Teaching and Leadership – Strengthening teacher professional development and leadership, including support for working in challenging settings [GOV.WALES+2GOV.WALES+2Education Wales+2](https://www.gov.wales/education-wales).
5. CommunityBased Learning – Building community schools, enhancing adult education, and creating a national lifelong learning charter [GOV.WALES+1GOV.WALES+1](https://www.gov.wales/education-wales).
6. Cymraeg Belongs to Us All – Expanding Welsh medium and bilingual education, supporting teacher fluency in Welsh, and aligning with the Cymraeg 2050 language strategy [GOV.WALES+1Estyn+1](https://www.gov.wales/education-wales).

Further statutory developments include the Welsh Language and Education (Wales) Act 2025, which sets legal targets for Welsh medium education: 30 % of pupils by 2031 and 40 % by 2050, along with categorisation of schools by levels of Welsh language provision

Estyn: Strategic Focus 2025–2026

Estyn's plans for 2025–2026 reaffirm and support the Welsh Government's priority areas [GOV.WALES+8GOV.WALES+8GOV.WALES+8](https://www.gov.wales/education-wales). Their three strategic objectives are to:

- Provide accountability on quality and standards of education.
- Inform national policy through evidence-based inspection and engagement.
- Build the capacity for improvement within the whole education and training system [EstynGOV.WALES+14Estyn+14Estyn+14](https://www.gov.wales/education-wales).

Key thematic inspection areas include:

- Literacy, numeracy, digital competence, and thinking skills.
- Effective leadership and teaching impact.
- Equity, inclusion and support for vulnerable groups (e.g., Gypsy/Roma/Traveller pupils).
- Attendance, behaviour and safeguarding practice.
- Early implementation of new inspection models for Initial Teacher Education and apprenticeships from September 2025 [GOV.WALES+3GOV.WALES+3oeecd.org+3](#).

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Design, use of and review of the document:

1. This document follows the **Schedule** “Contents of a School Development Plan” held within The Education (School Development Plans) (Wales) Regulations 2014 No. 2677 (W. 265). Further guidance can be found in the School Development Plans Guidance 18 Aug 2022.
2. The design of this document is that it has hyperlinks to key areas and a cascade system of **Headings** that can be collapsed and expanded or selected quickly through the **View>Navigation Pane** option.
3. In building the **Priorities**, the concept has been to consider the **Estyn Report 2024 and Recommendations**, the **Support Visit 2 Report** and **Internal Self-evaluation**; and from this, identify **Success Criteria** that, if achieved, will satisfy the **Priority**. To achieve the **Success Criteria**, a series of **ACTIONS** have been set.
4. In **ACTION** setting, the general concept has been to define what **the leadership will do** to support the staff, what the leadership’s **expectation is of staff**, how the implementation will be **reviewed** and what **follow-up actions** may need to be considered. For this reason, many priorities have short implementation times because follow-up action will be inevitable, and these will form future success criteria and ACTIONS (ie a live document).
5. Although a live document (ie will be updated as progress is assessed, further actions are identified and success criteria and ACTIONS added), it will have **3 principal Versions** that will be issued at the commencement of each term and will be identified as Versions 1.1, 2.1 and 3.1.
6. The SLT will include the **reviewing of the SDP during its weekly strategic meeting**, which will be **led by the Accountable Leader**. Any additions or changes made to the document will be annotated by increasing the numeral after the decimal point in the Version Number, ie the next amendment/change after initial publication will be Version 1.2. The date of change will be included immediately after the Version number.
7. The most up to date **Version** will be **publicised to staff** and added to the **Governing Body Teams File** with the latest Version Number and Date as part of the file name (to allow for a contiguous record to be available for governors to review progress).
8. The Clerk to the Governing Body will email every governor when the latest document is added to the File.
9. The SDP review will be included in **every Full GB and PP&C CMTE Agenda**.

COLOUR	MEANING	ASSESSMENT OF PROGRESS		
RED	No meaningful action has commenced on this Action.	Initial judgement by Acct Lead & Priority Coords	Quality assured by SLT against evidence.	Oversight by PP&C CMTE and SIA
AMBER	Work had commenced on this Action; however, less than 50% of the expected work has been completed and, as yet, it is not possible to evaluate outcomes.			
YELLOW	More than 50% of the expected work has been carried out. Initial assessments can be made to evaluate outcomes; however, these the evaluation may change as further progress is made.			
GREEN	This Action is assessed as complete. It is possible to assess and evaluate outcomes.			

Ysgol Llanfyllin SDP 2026-27 – Priority Areas

Priority 1 - Teaching & Learning (incl. ALN)	Embed consistently high-quality teaching across all phases so that all pupils, including those with additional learning needs and from disadvantaged backgrounds, make strong progress in their learning.
Accountable Leader/SLT with responsibility	RHR (Accountable Leader), AR & AJ
Governor with responsibility	Sam Evans , Lynne Walters, Parent 4
Rationale Following on from issues arising from 2025- 2026 such as lack of relationship building in certain classes in the Cyfnod Cynradd and lack of progressive planning, significant staff changes, including targeted investment in securing smaller classes in Year 3 – 4, have been made for 2026-2027, so that strong relationships can be built between practitioners and pupils. This will give the opportunity for more progressive meaningful planning so that most pupils can make strong progress in learning and attainment from their starting points, Last year through the EEF trial Science and cyfathrebu focused on active learning to increase learner engagement and effectiveness. This academic year, collaboration needs to happen between cynradd and uwchradd to ensure progression in planning from Year 3-8 and avoid regression when pupils are moving from Years 6 to 7 and to ensure that all teachers in the Cyfod Cynradd fully understand how to successfully plan for progression to evaluate pupils' skills and knowledge development across a range of AoLE but primarily, as a starting point, in Humanities. Questioning is seen as a strength, however the challenge aspect of ABC talk needs to be consistently used across all phases and AOLE's, so that most pupils make stronger progress due to strengthened critical thinking skills. There is a need to develop pupils' ability to challenge their peers effectively using the ABC Talk guidelines from Ein Llais Ni / Voice 21 resources. When planning, differentiation still remains a large area for development. Effective use of personalised assessment data can identify pupils at learning stages. Pupils can then receive relevant intervention and make stronger progress from their baseline. Even though strengths are recognised and there are certain areas of good practice in terms of feedback, close the gap still remains an area of inconstancy to allow most pupils to improve their work and make strong progress.	

Success Criteria
1.1 Effective planning and purposeful learning in the Cyfnod Cynradd is having a positive impact on most pupils' progress and learning across both streams.
1.2 Planning for active learning and progression through effective collaboration across both the Cyfnod Cynradd and the Cyfnod Uwchradd (Year 3 – Year 8) in specific AoLEs is having a positive impact on many pupils' sophistication in learning and learner effectiveness.
1.3 Most teachers and pupils use probing questioning consistently and effectively in lessons through ABC Talk. As a result, most pupils make strong progress with their critical thinking skills, oracy skills and readily extend answers with challenge.
1.4 Practitioners plan effectively for different groups of learners including pupils with additional learning needs, and pupils impacted by poverty (eFSM pupils). As a result, many pupils make strong progress in their learning from their starting points.
1.5 Most teachers plan effectively for written feedback and most pupils are given the opportunity to 'Close the Gap' in order to improve their work and make stronger progress as a result

Milestones (Long term)					
December 2026		April 2027		July 2027	
1.1 Many teachers in the Cyfnod Cynradd plan purposeful and rich learning sessions with opportunities for pupils to make increased choices about their learning. As a result, the majority of pupils talk confidently about what they are learning and the why. They also reference a range of independent work that impacts positively on their progress.		1.1 Most teachers in the Cyfnod Cynradd plan purposeful and rich learning sessions with opportunities for pupils to make regular choices about their learning. As a result, many pupils talk confidently about what they are learning and the why and how they have communicated their learning to others. They also reference a range of independent work that impacts positively on their progress.		1.1 Effective planning and purposeful learning in the Cyfnod Cynradd is having a positive impact on most pupils' progress and learning across both streams. 1.1 All teachers in the Cyfnod Cynradd plan purposeful and rich learning sessions in a range of AoLEs. They regularly plan opportunities for pupils to make purposeful choices about their learning. As a result, most pupils talk confidently about what they are learning and the why and how they have communicated their learning to others. They also reference a range of independent work that impacts positively on their progress.	
1.2 Joint planning for the progressive development of pupils' subject specific skills is having a positive		Joint planning for the progressive development of pupils' subject specific		1.2 Planning for active learning and progression through effective collaboration across both the Cyfnod	

impact on the majority of Year 3 – Year 6 pupils’ progress. Effective self-evaluation activities across the Cyfnod Cynradd and Cyfnod Uwchradd evidence that collaborative planning is impacting positively on the majority of pupils’ progress in Year 3 – Year 6.		skills is having a positive impact on many pupils’ progress. Effective first-hand self-evaluation activities across the Cyfnod Cynradd and Cyfnod Uwchradd evidence that collaborative planning is impacting positively on many pupils’ progress in Year 3 – Year 8.		Cynradd and the Cyfnod Uwchradd (Year 3 – Year 8) in specific AoLEs is having a positive impact on many pupils’ sophistication in learning and learner effectiveness. Many pupils from Year 3 – Year 8 articulate their learning well in both Humanities and Science AoLE and show strong progress in their subject specific skills and knowledge.	
1.3 The majority of teachers use effective questioning techniques focusing on ABC Talk and effective challenge so that the majority of pupils are challenged to think more deeply and articulate their answers with greater precision and are more actively engaged in their learning. Majority of pupils can effectively probe and question their peers.		1.3 Many teachers use effective questioning techniques consistently focusing on ABC Talk and effective challenge so that many pupils are challenged to deepen their thinking and articulate their answers with greater precision. Many pupils can effectively probe and question their peers and develop their oracy skills well, for example to analyse, define, elaborate, summarise and synthesise		1.3 Most teachers and pupils use probing questioning consistently and effectively in lessons through ABC Talk. As a result, most pupils make strong progress with their critical thinking skills, oracy skills and readily extend answers with challenge.	
1.4 Training and support for practitioners to plan effectively for different groups of learners (differentiation) including pupils with additional learning needs, and pupils impacted by poverty (eFSM pupils) is effective. As a result, many pupils make sound progress in their learning, from their starting points.		Practitioners plan effectively for different groups of learners (differentiation) including pupils with additional learning needs, and pupils impacted by poverty (eFSM pupils). As a result, the lessons are effective and many pupils make good progress in their learning and talk confidently about their learning and their next steps		1.4 Practitioners plan effectively for different groups of learners including pupils with additional learning needs, and pupils impacted by poverty (eFSM pupils). As a result, many pupils make strong progress in their learning from their starting points.	
All teachers in the Cyfnod Cynradd adhere to the school’s feedback policy and provide time for the pupils to improve their work effectively. As a		Many pupils in the Cyfnod Cynradd talk confidently about their strengths and next steps and know where they can seek help		1.5 Most teachers plan effectively for written feedback, and most pupils are given the opportunity to ‘Close the Gap’	

result, many pupils talk confidently about what they do well and what needs to be improved. Many teachers in the Cyfnod Uwchradd give effective written feedback in the form of WWW, EBI and CTG and allow time for pupils to make improvements. As a result, many pupils can move their learning forward and make strong progress from their starting points.			independently. As a result, many pupils Make strong progress in their learning, Many teachers in the Cyfnod Uwchradd give effective written feedback in the form of WWW, EBI and CTG and allow time for pupils to make improvements. As a result, many pupils can move their learning forward and make strong progress from their starting points.			in order to improve their work and make stronger progress as a result. Across the school, many pupils can articulate their learning well and identify key areas to improve accurately.	
RAG	Actions	Who	By when	Success Criteria	Quality Assurance/Evidence	Resources/Budget/PL	LEA Support
	1.1 Leadership – review of the cyfnod cynradd staff structure is effective in bringing about consistency and improvement in the quality of teaching in Year 3 – Year 6 classes, across both streams Key focus on purposeful planning to be outlined to teachers, including the three new members of staff. Teachers to focus on the learning and progression in key skills and NOT on activities to keep pupils busy.	SLT – Cyfnod Cynradd Lead All teachers	June / July 2026 with early impact evaluated before October half term 2026. Support plan agreed. Informal monitoring for NQs against	Targeted support to cohort of pupils, through smaller classes, is having a positive impact on nearly all pupils’ progress. Strong relationships are evident across the cyfnod cynradd. As a result, most pupils make strong progress in their learning.	Leaders to quality assure mid -term plans – before the end of September 2026 Lesson observations October 2026 to focus on the learning and pupils’ independence (link to the choice they make about their learning) Humanities DoL to be timetabled to visit the Cyfnod Cynradd regularly for informal observations and discussions with pupils. DoL Learning walks January 2027	Mike Gershon Resources AI Tool – Learning Design (Neath/Port Talbot)	Support on Learning Design Tool by Lead SIA for SLT, individual staff members ad leaders and practitioners in other AoLEs (Link with 1.2) (4 days – autumn term)

Key emphasis on the sequence of learning and on purposeful learning through effective planning of a stimulus / hook, teaching of key skills and knowledge development leading to a rich opportunity for pupils to communicate their findings / learning. PPA session are well-timetabled so that collaborative planning from Year 3 – Year 6 is effective with a clear focus on progression, for example in Humanities WMS 1 and Science. Regular opportunities provided for pupils to develop their independence in their learning and make choices about their learning (pupil voice). Years 3-6 to be part of the 'Digital maths' pilot in order to support planning and progressive skills of pupils		agree targets	Many pupils talk confidently about what they are learning and the why and can articulate well how they have made choices about their learning. Teachers are planning a progressive approach in order to track the progress of learners	accompanied and quality assured by the Cyfnod Cynradd Lead. PDR observations June 2027 Open door approach and collaborative working across all AoLEs Listening to learners - termly Work Scrutiny - termly Termly triangulation activities	19/10- cyfnod cynradd staff to receive a brief outline of expectations by Stuart Walsh	
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	1.2 Develop effective collaboration between he Cyfnod Cynradd and the Humanities AoLE with a clear focus on the progression for learning from Year 3 – Year 6. Share AI tool – Learning Design and use with a clear focus on the learning and making the learning purposeful and rich. Provide opportunities for pupil voice to influence the learning and skill development. Develop the role of the DoL and Humanities practitioners to support and learn from the progressive development of the key skills in the Cyfnod Cynradd. Conduct joint informal learning walks. looking at work and listening to learners. The impact of collaboration to be shared with all DoLS and SLT so that a similar collaborative approach	SLT / DOLs / Year 3- Year 6 teachers and Year 7 and Yea 8 Humanities teachers. Cyfnod Cynradd Lead	October 2026	Collaborative planning identifies a consistent approach to skill development and progression for Humanities from Year 3 – Year 8	Leaders to quality assure mid -term plans – before the end of September 2026 Lesson observations October 2026 to focus on the learning and pupils' independence (link to the choice they make about their learning) DoLs to be timetabled to visit the Cyfnod Cynradd (HOT HOT AoLEs) monthly for informal observations and discussions with pupils. DoL Learning walks January 2027 accompanied and quality assured by the Cyfnod Cynradd Lead. PDR observations June 2027 Open door approach and collaborative working across all AoLEs Listening to learners - termly	AI Tool – Design Learning Mid-term plans for Year 3 – Year 8 pupils Mike Gershon Teaching and Learning resources	Bespoke support from Lead SIA and Humanities SIA to work with practitioners on purposeful, meaningful and progressive skills / knowledge.

	can be planned and delivered, for example during the summer term (Science possibly)				Work Scrutiny - termly Termly triangulation activities		
	Conduct a baseline involving pupils from a variety of learning groups. Staff are working in the T and L groups on Differentiation throughout the academic year. Staff that are in these groups share good practice with all staff. Progress of the original baseline pupil group needs to be measured.	RhR/ AJ and AR SM, AM, HW, RB, DEE, CM, SN, SV, KJ, JD, TT, AJH, HT and ER	Sept 2026 On going/ all year June 2027	1.2 By July 2027 Nearly all teachers plan appropriate differentiated activities in both phases that challenge and support disadvantaged pupils so that most pupils can access their learning and make strong progress	Baseline data Resources produced Lesson observations Work scrutiny Listening to learners Showcase presentations	As above	
	Staff are working in the T and L groups on Probing Questioning throughout the year. Staff that are in these groups share good practice with all staff in these groups. Staff to present findings to all staff using the Cowbridge approach.	RJ, AJ, KE, KR, EJ, JRV, AR, CL, MLJ, LEP, RR and DMO	On going/ all year June 2027	1.3 By July 2027 most teachers are using probing questioning consistently and effectively through ABC Talk so that most pupils are critically thinking and have the opportunity to extend answers with challenge	Lesson Observations in Oct 2026 DoL Learning Walks in Jan 2027 PDR observations in June 2027 Listening to learners	Funding from county - £7,500 for project work. This will cover Teams meeting with Cowbridge and cover costs in T and L groups to allow staff to observe each other	

Impact Assessment – Autumn Term – MAKE SURE WE ARE EXPLICIT WITH IMPACT OF ACTIONS

Evidence Base

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Impact Assessment – Spring Term	Evidence Base

Impact Assessment – Summer Term	Evidence Base

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Ysgol Llanfyllin SDP 2025-26 – Priority Areas

Priority 2 - Skills	Strengthen the strategic planning and delivery of cross-curricular skills to secure progressive pupil development and enhance staff expertise through Google Sites.
Accountable Leader/SLT with responsibility	AR (Accountable Leader), RHG & AJ
Governor with responsibility	Cllr Gwynfor Thomas, Cllr Peter Lewis, Parent 3
Rationale Some progress has been made on Google Sites as a resource, however, working in collaboration with Ysgol Bro Caereinion and Ysgol Bro Hyddgen, more progress can be made to share resources, working towards our own strengths. (SDP 2026-27, 2.1) In Cynradd, a few pupils continue to require support with sentence construction and punctuation. In order for all pupils in Cynradd to access reading books appropriate for their age and ability, the development of the library is a key priority for this academic year and reading for pleasure is a priority across all areas and both phases. (SDP 2026-27, 2.2) In 2025-26, certain areas started to use personalised assessment data effectively, however, this is inconsistent across phases and AoLEs. This year, assessments will be conducted earlier and as a result, nearly all pupils can be identified, with provision adapted and the impact of targeted intervention / provision on specific skills can be evaluated in a timely manner. (SDP 2026-27, 2.3) The school has made adequate progress in developing cross-curricular literacy skills, with many pupils demonstrating secure reading and writing skills. Practitioners are increasingly using skills frameworks effectively and assessment information to support planning. However, quality assurance activities have identified inconsistencies in the progressive development and application of literacy skills across AoLEs and phases of the school. A key focus will be on strengthening the progressive development of reading and writing, ensuring greater consistency in planning and providing most pupils with regular opportunities to apply literacy skills across a wider range of audiences, purposes and increasingly challenging contexts. Reading and writing skills are evident in Humanities and English. However, there are inconsistencies in reading skills such as comparison and synthesis, alongside explicit vocabulary development and reading strategies, particularly in Years 3 to 6. As a result, a trial is going to be conducted using tier 2 vocabulary. (SDP 2026-27, 2.4)	

From QA activities, many pupils are experiencing numeracy delivered to them in an authentic, purposeful context. However, this needs to be a consistent approach across Year 3 to 6 in Cynradd and numeracy rich AoLEs. All staff are aware of data interpretation. In 2025-26, staff were introduced to use of the "Green Triangle" so that data can be interpreted using appropriate key words to ensure progression. This approach now needs to be implemented consistently across Years 3 to 6 and in Science and Humanities AoLEs so that most pupils can analyse data effectively and progressively. A second strand of focus will be measuring in appropriate areas and phases, so that many pupils initially can choose appropriate apparatus, measure accurately and convert between units successfully (SDP 2026-27, 2.5)

Nearly all pupils engage with what it means to be a digital citizen and contribute positively to the digital World around them. They are prepared for and ready to encounter the positive and negative aspects of being a digital citizen and have developed strategies and tools to aid them as independent consumers. However, the areas of focus for this academic year need to be on data and information literacy such as aspects of collection, representation, search, database creation and spreadsheet modelling across all relevant AoLEs and phases. Also, progress in presentation skills needs to be evidenced such as storyboarding, core design principles, multimedia integration and effective digital presentation delivery across both phases of the school. (SDP 2026-27, 2.6)

Success Criteria

- 2.1 Working collaboratively, skill leads to upload useful resources (both WAGOLs and WABOLs) onto Google Sites and as a result, most practitioners independently access and utilise the skills platform to support their PROGRESSIVE planning and teaching of cross curricular skills so that most pupils can demonstrate improved progress in cross-curricular skills.
- 2.2 Develop and Implement a whole school strategy that establishes a positive reading culture so that most pupils are engaging regularly in reading for pleasure, discuss books confidently and demonstrate positive attitudes towards reading.
- 2.3 All practitioners to use personalised assessment data in a timely manner to effectively plan for groups of learners. Intervention groups are identified and have regular provision on specific intervention programmes so that nearly all pupils make strong progress from their starting points
- 2.4 All teachers to review plans and look for opportunities to incorporate literacy strands progressively, with a particular focus on areas like avoiding basic errors such as spelling, punctuation and grammar, writing for a purpose (TAP, Text, Purpose, Audience) and effective use of tier 2 vocabulary. As a result many pupils make stronger progress in these areas.
- 2.5 All teachers in Cynod Cynradd, Humanities and Science to use the green triangle when carrying out data interpretation activities. This will ensure that vocabulary is developing progressively when interpreting data, allowing most pupils to articulate their findings to an appropriate level and as a result make stronger progress.

2.6 All teachers in Cyfnod Cynradd and in Cyfnod Uwchradd to plan progressive tasks that involve the digital collection of data so that many pupils experience a range of strategies in their learning and as a result are more confident when displaying data and this increases motivation and engagement.

Milestones (Long term)					
December 2026		April 2027		July 2027	
All skills leads to develop the Google Sites Website, starting to work in collaboration with BC and BH to support many practitioners in the planning and delivery of progressive pupils' skills development so that many pupils experience progression in the provision for cross - curricular skills.		All skills leads to continue to develop the Google Sites Website and embed collaboration with BC and BH to support many practitioners in the planning and delivery of progressive pupils' skills development so that many pupils experience progression in the provision for cross -curricular skills.		All skills leads to continue to develop the Google Sites Website and embed collaboration with BC and BH to support most practitioners in the planning and delivery of progressive pupils' skills development so that most pupils experience progression in the provision for cross -curricular skills.	
A consistent whole-school reading culture is starting to become evident. Reading for pleasure is promoted effectively through engaging learning environments and purposeful opportunities for many pupils to discuss, recommend and celebrate books. First hand evidence from QA activities informs robust self-evaluation and leads to well targeted improvements in reading provision so that many pupils can make strong progress in reading.		A consistent whole-school reading culture is becoming evident. Reading for pleasure is promoted effectively through engaging learning environments and purposeful opportunities for most pupils to discuss, recommend and celebrate books. First hand evidence from QA activities informs robust self-evaluation and leads to well targeted improvements in reading provision so that most pupils can make strong progress in reading.		A consistent whole-school reading culture is evident. Reading for pleasure is promoted effectively through engaging learning environments and purposeful opportunities for nearly all pupils to discuss, recommend and celebrate books. First hand evidence from QA activities informs robust self-evaluation and leads to well targeted improvements in reading provision so that nearly all pupils can make strong progress in reading.	

Effective use of personalised assessment data, especially English and Welsh reading and procedural data, by most practitioners so as a result, many pupils will have the literacy and numeracy support required so that most pupils can access the curriculum and make stronger progress.		Effective use of personalised assessment data, especially English and Welsh reading and procedural data, by nearly all practitioners so as a result, most pupils will have the literacy and numeracy support required so that most pupils can access the curriculum and make stronger progress.		Effective use of personalised assessment data, especially English and Welsh reading and procedural data, by nearly all practitioners so as a result, nearly all pupils will have the literacy and numeracy support required so that most pupils can access the curriculum and make stronger progress.	
Most teachers to review plans and look for opportunities to develop key strands within literacy with a key focus on avoiding basic SpaG errors, development of TAP and use of tier 2 vocabulary so that many pupils in Years 3 to 8 will have more opportunities to access the above and as a result, make stronger progress in these areas.		Nearly all teachers to review plans and look for opportunities to develop key strands within literacy with a key focus on avoiding basic SpaG errors, development of TAP and use of tier 2 vocabulary so that many pupils in Years 3 to 8 will have more opportunities to access the above and as a result, make stronger progress in these areas.		Nearly all teachers to review plans and look for opportunities to develop key strands within literacy with a key focus on avoiding basic SpaG errors, development of TAP and use of tier 2 vocabulary so that most pupils in Years 3 to 8 will have more opportunities to access the above and as a result, make stronger progress in these areas.	
Most teachers in Cynradd, Science and Humanities to make effective use of the green triangle when interpreting data and as a result many pupils will have the opportunity to develop their vocabulary as with regards to data interpretation to be able to articulate data to an appropriate standard.		Nearly all teachers in Cynradd, Science and Humanities to make effective use of the green triangle when interpreting data and as a result most pupils will have the opportunity to develop their vocabulary as with regards to data interpretation to be able to articulate data to an appropriate standard.		Nearly all teachers plan opportunities for most pupils to continue to embed vocabulary when interpreting data. Many teachers start to use the resources created collaboratively when measuring in their subject area so that many pupils can choose appropriate apparatus to measure, accurately measure and convert between units with confidence.	
Many teachers review plans and build in progressive opportunities for many pupils to be able to develop confidence and engagement when collecting data and using a range of strategies to display data.		Most teachers review plans and build in progressive opportunities for many pupils to be able to develop confidence and engagement when collecting data		Nearly all teachers review plans and build in progressive opportunities for most pupils to be able to develop confidence and engagement when	

		and using a range of strategies to display data.		collecting data and using a range of strategies to display data.	
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2026-2027

Amserlen / Timeline	Dyddiad / Date	Gweithredoedd / Actions
		Aelodau Staff / Staff Members
Early Autumn Term	W/B 5/10/26	○ All cross-curricular skills teams ○ Listening to learners and work scrutiny
Late Autumn Term	W/B 23/11/26	Triangulation activity and adjustments made to action plan, milestones and rag rating – dependent on findings
Early Spring Term	W/B 18/1/27	○ All cross curricular skills teams ○ Listening to learners and work scrutiny
Late Spring Term	W/B 22/2/27	Triangulation activity and adjustments made to action plan, milestones and rag rating – dependent on findings
Early summer term	W/B 3/5/27	○ All cross curricular skills teams ○ Listening to learners and work scrutiny
Late summer term	W/B 21/6/27	Triangulation activity and adjustments made to action plan, milestones and rag rating – dependent on findings. The areas to develop are to be used in action plan for 2027-28

Literacy 1.1	Strategic Planning and Self Evaluation	KEY MILESTONE	TIMESCALE & HOW	PROF DEV & RESOURCES	RAG
SUCCESS CRITERIA 1.1	The leaders of literacy to be confident in the plan, do, review cycle so that they clearly understand the strength and areas to develop within the elements of literacy with a key focus on extended writing and reading.	Literacy leaders are developing their middle leadership role through effective use of the plan, do, review cycle. As a result, practitioners have a clearer understanding of literacy progression and implement agreed literacy strategies more consistently, leading to improved outcomes for many pupils. Area of focus is clearly identified and specific target groups agreed. As a result, Google Sites is beginning to be used effectively to support leaders and practitioners to improve provision and evaluate progress.	Autumn Term: Literacy Lead and Assistant Literacy Lead undertake a baseline audit of reading and writing provision through scrutiny of learners' work, learning walks, listening to learners and planning reviews by 5.10.26	Release time for monitoring activities (work scrutiny, learning walks, pupil voice and planning reviews). Collaboration with AoLE Leads to review literacy and llythrennedd provision. Google Sites and Curriculum for Wales literacy progression resources.	
SUCCESS CRITERIA 1.2	Leaders accurately identify from the audit/ self evaluation processes key areas to improve with precision and focus in cohorts/ streams/ AoLEs. As a result, improvement actions are clear, measurable and planned with pace.				

SUCCESS CRITERIA 1.3	Literacy Leaders collaborate effectively with AoLE Leaders (DOLs) to ensure that literacy and llythrennedd progression is planned consistently across the curriculum. As a result, many pupils develop and apply their literacy skills successfully across a range of contexts.				
SUCCESS CRITERIA 1.4	Most practitioners independently access and utilise the school's skills platform/Google Sites to support their planning and teaching of literacy and llythrennedd. As a result, there is increased consistency in the delivery of agreed literacy strategies and improved progression in pupils' literacy skills across the curriculum.	Autumn Term 1 (September 2026): Literacy Leaders undertake a whole-school writing audit across Years 2-11 through scrutiny of learners' work to evaluate standards, progression and consistency in writing. Findings are used to identify strengths and areas for development.	Autumn Term 1 (October 2026): Whole-school writing progression PowerPoint shared via Google Sites. Practitioners use the resource to develop a shared understanding of writing progression and implement agreed next steps to improve the quality and consistency of writing across the school.		

SUCCESS CRITERIA 1.5	Through collaboration with YBH, YBC and YLL, all leaders strengthen a consistent whole-school approach to extended writing, leading to improved outcomes for many pupils.				
ACTION 1.1	Literacy leaders to formulate an improvement plan for the progressive development of literacy skills across the curriculum	Autumn Term 1 (October 2026): Writing learning walk, work scrutiny and pupil voice activities completed. Findings used to identify agreed teaching strategies to improve literacy provision across the school. Autumn Term 2 (November 2026): Writing progression PowerPoint shared with practitioners via Google Sites. Expectations for writing progression are reflected consistently in planning and classroom practice. Spring Term 1 (January 2027): Follow-up monitoring evidences that agreed literacy strategies are			

		implemented consistently across classes and that			
ACTION 1.2	All Leaders develop practitioners' understanding of literacy progression and agreed literacy strategies.	Autumn Term 1: Whole-school writing progression guidance shared with practitioners through professional learning and Google Sites. Spring Term: Monitoring activities indicate that practitioners are applying agreed approaches to support literacy progression. Summer Term: Scrutiny of learners' work demonstrates greater consistency in writing expectations across the school.			

ACTION 1.3	Literacy leader to upload relevant resources and examples of work onto google sites to support practitioners in their understanding of the progressive development of skills.	Autumn Term 1: Literacy resources uploaded and organised on Google Sites. Spring Term: Practitioners routinely access resources to support planning and teaching. Summer Term: Monitoring evidence demonstrates consistent use of agreed resources and approaches across the school.			
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ACTION 1.4	Literacy Leaders and AoLE Leaders collaborate to ensure literacy and llythrennedd progression is planned consistently across the curriculum.	Autumn Term 2: Joint scrutiny of medium-term plans undertaken to evaluate literacy and llythrennedd progression across AoLEs. Spring Term: Agreed actions are reflected within curriculum planning. Summer Term: Planning and learners' work demonstrate increased consistency in opportunities to develop literacy skills across the curriculum.			
Literacy 1.2	Personalised Assessment Data to plan for Groups of learners	KEY MILESTONE	TIMESCALE & HOW	PROF DEV & RESOURCES	RAG
SUCCESS CRITERIA 1.1	Use of personalised assessment data by literacy leader to identify all pupils that require any form of literacy intervention so that all pupils can access the curriculum and make strong progress Reading skills data from personalised assessments, alongside teacher assessments, is used effectively by leaders and class teachers to identify pupils requiring targeted intervention. As a result, intervention programmes are well matched to pupils' needs and enable many pupils to make strong progress in their reading skills.	Effective use of personalised reading assessment data by all practitioners and as a result all pupils will have the literacy support they need to access the			

		curriculum and make stronger progress.			
SUCCESS CRITERIA 1.2	In Cyfnod Uwchradd, increase staff awareness on personalised assessment data in literacy for their classes. As a result, planning for groups of learners in classrooms by individual classroom teachers can be informed and as a result all pupils will have differentiated lessons to cater for their needs in order for them to make stronger progress.				
SUCCESS CRITERIA 1.3	In Cyfnod Cynradd, staff are aware of the literacy data for their classes and can plan across the curriculum accordingly and as a result all pupils will have differentiated lessons to cater for their needs in order for them to make stronger progress.				
ACTION 1.1	Examinations officer creates a timetable for Years 7, 8 and 9 to do their personalised assessments				
ACTION 1.2	RJ analyses the data and shares with secondary staff				
ACTION 1.3	Information for lower achieving pupils between 85-95 put onto a Classcharts tile				
ACTION 1.4	Primary and Secondary staff use this data to plan accordingly				
ACTION 1.5	Intervention groups are set up for both primary and secondary pupils,				
ACTION 1.6	Intervention Timetables created by ALN team for pupils and correct allocation of LSAs and staff who have intervention slots on their TTs				
ACTION 1.7	Interventions are carried out and progress is measure from a baseline				
1.3	Reading	KEY MILESTONE	TIMESCALE & HOW	PROF DEV & RESOURCES	RAG
SUCCESS CRITERIA 1.1	Develop and implement a whole-school strategy that establishes a positive reading culture, resulting in most pupils engaging regularly in reading for pleasure, discussing books confidently and demonstrating positive attitudes towards reading.				
SUCCESS CRITERIA 1.2	Develop consistent approaches to teaching Tier 2 vocabulary through high-quality texts and increase opportunities for reading aloud and paired reading, leading to improved vocabulary, reading fluency and comprehension for most pupils.				

ACTION 1.1	Develop and implement a whole-school reading culture strategy, including reading for pleasure initiatives, engaging reading environments and opportunities to celebrate reading across the school.	A consistent whole-school reading culture is evident. Reading for pleasure is promoted effectively through engaging learning environments and purposeful opportunities for pupils to discuss, recommend and celebrate books.			
ACTION 1.2	Work collaboratively with AoLE leaders and Cynradd staff to strengthen the progressive provision of reading across the curriculum by supporting teachers to plan purposeful reading experiences, explicitly develop vocabulary knowledge (including morphology, etymology and word families), and use appropriate strategies such as modelled and shared reading to improve pupils' comprehension, comparison and synthesis skills.	First-hand evidence from learning walks, book scrutiny, pupil voice and professional dialogue informs robust self-evaluation and leads to well-targeted improvements in reading provision.			
ACTION 1.3	Develop and embed a consistent approach to explicitly teaching Tier 2 and Tier 3 vocabulary through high-quality texts across the curriculum	Practitioners use a consistent approach to explicitly teaching Tier 2 vocabulary through high-quality texts. Pupils increasingly understand, apply and transfer ambitious vocabulary across areas of learning.			
ACTION 1.4	Increase daily opportunities for teacher and pupil reading aloud to model fluent, expressive reading and deepen comprehension.	High-quality read-aloud opportunities are embedded across the			

		school, supporting pupils to develop fluency, expression, comprehension and enjoyment of reading.			
ACTION 1.5	Establish structured paired reading opportunities to develop reading fluency, confidence, discussion and active engagement with texts.	Purposeful paired reading is embedded as an effective pedagogical approach, enabling pupils to develop fluency, confidence, comprehension and oracy through collaborative learning.			
ACTION 1.6	Strengthen partnerships with families by promoting reading at home through shared reading initiatives, workshops and regular communication to foster a whole-school reading culture.	Effective partnerships with families promote reading beyond the classroom, leading to increased pupil engagement with reading and positive attitudes towards reading at home and in school.			

Numeracy 1.1	Strategic Planning and Self Evaluation	KEY MILESTONE	TIMESCALE & HOW	PROF DEV & RESOURCES	RAG
SUCCESS CRITERIA 1.1	The leader of numeracy to be confident in the plan, do, review cycle so that they clearly understand the strength and areas to develop within data handling skills.	Numeracy lead is developing their role at a middle leader level. As a			

SUCCESS CRITERIA 1.2	The leader of numeracy to conduct first hand self-evaluation activities that lead to positive impact on many pupils' progressive development in data handling skills.	result most pupils engage in meaningful self evaluation activities to further drive improvement that will have a positive impact on the pupils numeracy skills set.			
SUCCESS CRITERIA 1.3	The leader of numeracy to make effective use of the school's skills platform to share resources so that most practitioners can independently access resources to improve their planning, teaching and learning of numeracy skills.				
ACTION 1.1	Numeracy leader to formulate an improvement plan for the progressive development of numeracy skills across the curriculum.		Following discussions with LEP and AR by 13.9.26		
ACTION 1.2	Numeracy leader to plan relevant firsthand self-evaluation activities and conduct the activities. Numeracy leader to write a termly evaluative report based on the firsthand evaluative activities and reflect on the findings. From these formulate strengths and areas to develop to share with SLT skills lead (AR)		Ongoing but first audit/ baseline to be completed by 5.10.26		
ACTION 1.3	Numeracy leader to upload relevant resources and examples of work onto google sites to support practitioners in their understanding of the progressive development of skills.		Ongoing	CE has given Professional development to all staff in briefing	
ACTION 1.4	Numeracy leader to lead the other cross curricular skills leads in uploading work/ evidence and resources to support and train staff.		Ongoing		
Action 1.5	Numeracy leader to work collaboratively with numeracy leads in Bro Hyddgen and Bro Caereinion to share resources created		Ongoing. AR to attend initial collaborative meetings as overarching leads – 7.9.26 and 5.10.26 in the first instance		
Numeracy 1.2	Personalised Assessment Data to plan for Groups of learners	KEY MILESTONE	TIMESCALE & HOW	PROF DEV & RESOURCES	RAG

SUCCESS CRITERIA 1.1	Use of personalised assessment data by numeracy leader to identify all pupils that require any form of numeracy intervention so that all pupils can access the curriculum and make strong progress	Effective use of personalised assessment data by all practitioners and as a result all pupils will have the numeracy support they need to access the curriculum and make stronger progress.			
SUCCESS CRITERIA 1.2	In Cyfnod Uwchradd, increase staff awareness on personalised assessment data in numeracy for their classes. As a result, planning for groups of learners in classrooms by individual classroom teachers can be informed and as a result all pupils will have differentiated lessons to cater for their needs in order for them to make stronger progress.				
SUCCESS CRITERIA 1.3	In Cyfnod Cynradd, staff are aware of the numeracy data for their classes and can plan across the curriculum accordingly and as a result all pupils will have differentiated lessons to cater for their needs in order for them to make stronger progress.				
ACTION 1.1	Examinations officer creates a timetable for Years 7, 8 and 9 to do their personalised assessments		Created and sent out to staff and pupils – Sept 2026		
ACTION 1.2	LEP analyses the data and shares with secondary staff		Year 7 data by 13.11.26 Year 8 data by 20.11.26 Year 9 data by 27.11.26 Cyfnod cynradd by 8.4.27		
ACTION 1.3	Information for lower achieving pupils between 85-95 put onto a Classcharts tile		Within a fortnight of getting the data		
ACTION 1.4	Primary and Secondary staff use this data to plan accordingly		On going		

ACTION 1.5	Intervention groups are set up for both primary and secondary pupils		On going		
ACTION 1.6	Intervention Timetables created for pupils and correct allocation of LSAs and staff who have intervention slots on their TTs		On going		
ACTION 1.7	Interventions are carried out and progress is measure from a baseline		Progress measure early summer term 2027		
1.3	Improve the progressive development of pupils' data handling skills with a focus on interpretation skills and use of UNPACK	KEY MILESTONE	TIMESCALE & HOW	PROF DEV & RESOURCES	RAG
SUCCESS CRITERIA 1.1	Cynod Cynradd Blwyddyn 3-6 and numeracy rich areas Science and Humanities understand use and apply the progressive development of data interpretation skills in rich purposeful activities across the curriculum.	Data interpretation is planned for progressively for Cynod Cynradd and Years 7, 8 and 9 effectively. As a result, this will have a positive impact on most pupils' data interpretation skills.			
SUCCESS CRITERIA 1.2	Many pupils in these areas make consistently strong progress in data interpretation skills				
SUCCESS CRITERIA 1.3	Most pupils can articulate and use the Green Triangle when interpreting and analysing data, using effective terminology				
ACTION 1.1	Numeracy leader to do a staff reminder in staff briefing about use of the Green Triangle and refer to posters and/ or page in planner		Green triangle laminated posters created and in pupil planners. CE delivered in staff briefing – 23.9.26		
ACTION 1.2	Numeracy lead to offer training for staff that request it to support their professional development also		On going		

ACTION 1.3	Numeracy leader to continue to collect evidence from listening to learners and upload resources for staff to use		On going but first half term deadline is 5.10.26		
ACTION 1.4	Numeracy leader to deliver staff training on the use of Google Sites		On going		

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Digital 1.1	Resources and Strategic Planning	KEY MILESTONE	TIMESCALE & HOW	PROF DEV & RESOURCES	RAG
SUCCESS CRITERIA 1.1	The leader of digital to be confident in the plan, do, review cycle so that they clearly understand the strengths and areas to develop within digital competence and cross-curricular digital skills.	Digital lead is developing their role effectively at a middle leader level. As a result, most pupils engage in meaningful self-evaluation activities to further drive improvement that will have a positive impact on pupils' digital skill sets.	On-going	Digital Lead & SIA discussion; Skills Lead meetings	
SUCCESS CRITERIA 1.2	The leader of digital to conduct first-hand self-evaluation activities (including learning walks, pupil voice, and digital work scrutiny) that lead to positive impact on many pupils' progressive development in digital skills across all AoLEs.	First-hand self-evaluation evidence directly informs termly evaluative reports and targeted cross-curricular support.	W/B 23/11/26 & W/B 22/2/27	Listening to Learners proformas & work scrutiny rubrics	
SUCCESS CRITERIA 1.3	The leader of digital to make effective use of the school's skills platform / Google Sites to share resources, exemplars, and WAGOLs so that most practitioners can independently access resources to improve their planning, teaching, and learning of digital skills.	Google Sites Digital Hub updated with comprehensive exemplars for all DCF strands, leading to increased practitioner independence in planning digital tasks.	On-going throughout 2026-27	Google Sites training bite & staff briefing sharing	
ACTION 1.1	Digital leader to finalise an improvement plan for the progressive development of digital skills across the curriculum.	Action plan finalised, agreed with SLT skills	Friday 16th October 2026	Discussion with SIA and SLT Lead (LLT)	

		lead (LLT), and shared with all AoLE leads.			
ACTION 1.2	Digital leader to plan relevant proformas for first-hand self-evaluation activities and conduct the activities. Digital leader to write an evaluative report based on the findings and share strengths and areas to develop with SLT skills lead (LLT).	Termly evaluative report completed and key findings fed into whole-school SDP review.	W/B 23/11/26 & W/B 22/2/27	Triangulation proforma / DoL meeting feedback	
ACTION 1.3	Digital leader to upload relevant resources, video guides, templates, and examples of work (WAGOLLS/WABOLLS) onto Google Sites to support practitioners across all AoLEs.	Resource bank populated for Data Handling and Presentations across PS1–PS5.	On-going (Termly updates)	Collaboration with Bro Hyddgen and Bro Caereinion digital leads	
Digital 1.2	Improve the progressive development of pupils' data handling skills (capturing, searching, database creation, and spreadsheet modeling)	KEY MILESTONE	TIMESCALE & HOW	PROF DEV & RESOURCES	RAG
SUCCESS CRITERIA 1.1	All AoLEs and Cyfnod Cynradd understand, use, and apply the progressive development of data handling skills (capturing data, searching data, creating databases, and spreadsheet modeling with appropriate data input methods) in rich and purposeful activities across the curriculum.	The progressive plan and delivery for data handling across all AoLEs and Cyfnod Cynradd has a positive impact on many pupils' digital data skills.	End of Spring Term 2027	Spreadsheet & Database exemplar tasks shared on Google Sites	
SUCCESS CRITERIA 1.2	Many pupils in all AoLEs and Cyfnod Cynradd make strong progress in capturing, organising, searching, and interpreting digital data to solve real-world problems.	Work scrutiny demonstrates clear progression in data manipulation and spreadsheet formula usage from Year 3 to Year 9.	W/B 18/1/27 & W/B 3/5/27	Departmental sampling & cross-phase moderation	

ACTION 1.1	Digital leader to formulate a progressive framework for data handling within the Data and Computational Thinking strand (spreadsheet formulas, data structures, and database searching) and share with DoLs and Cyfnod Cynradd staff.	Framework distributed and embedded into medium-term plans across science, humanities, and mathematics.	W/B 9/11/26	Middle leaders briefing & Cynradd planning session	
ACTION 1.2	Digital leader to share relevant spreadsheet/database templates and data interpretation prompts on the Sgiliau Ysgol Llanfyllin Google Site.	Centralised repository established with downloadable templates for Years 3–9.	On-going (from Nov 2026)	Staff briefing demonstration	
ACTION 1.3	Collate pupil work samples and evidence of good practice in digital data handling to share during skills team meetings and on the Google Site.	Portfolio of benchmarked student work published online.	Late Spring / Early Summer 2027	Skills team review sessions	
Digital 1.3	Improve the progressive development of pupils' presentation skills (Producing Digital Content - Presentations across PS1-PS5)	KEY MILESTONE	TIMESCALE & HOW	PROF DEV & RESOURCES	RAG
SUCCESS CRITERIA 1.1	Nearly all practitioners across Cyfnod Cynradd and Cyfnod Uwchradd understand, plan for, and deliver progressive presentation skills aligned to the 'Progression in Presentations' framework across Progression Steps 1 to 5.	Presentation skills framework fully embedded into schemes of work across all AoLEs, leading to high-quality digital oral and visual outputs by most pupils.	End of Spring Term 2027	Whole-school CPD on Presentation Progression & Design Principles	
SUCCESS CRITERIA 1.2	Most pupils apply key design principles (clarity, visual hierarchy, balance, contrast, consistency, and 'less is more') and effective software tools	Work scrutiny and pupil voice show pupils articulate design choices and	W/B 18/1/27 & W/B 3/5/27	Exemplar presentation gallery published on Google Sites	

	(PowerPoint, Google Slides, Google Sites, Adobe Express, Canva, J2E) appropriate to their progression step.	produce audience-appropriate, professional-standard presentations.			
SUCCESS CRITERIA 1.3	Many pupils in Cyfnod Uwchradd incorporate advanced multimedia, custom transitions, slide masters, external/internal hyperlinking, and copyright/source referencing in complex presentation projects.	Pupils in Years 7–9 independently produce multi-page digital web presentations or interactive slide shows tailored to specific audiences.	End of Summer Term 2027	Advanced digital presentation toolkit & video tutorials	
ACTION 1.1	Deliver whole-school CPD on the 'Progression in Presentations' framework, outlining expectations across PS1 (Exploring), PS2 (Simple), PS3 (Purpose & Audience), PS4 (Increasing Complexity), and PS5 (Sophisticated Presentations), emphasizing storyboarding and design principles.	CPD delivered to all teaching staff; progression mapping grid integrated into AoLE planning templates.	Autumn Inset / Briefing Nov 2026	Presentation Toolkit & Progression exemplar guide	
ACTION 1.2	Embed structured storyboarding, design guidance ('Less is More', contrast, alignment), and source referencing prompts into cross-curricular project guidelines across all AoLEs.	Storyboarding templates and design rubrics actively used by pupils prior to digital creation.	W/B 7/12/26	Digital planning templates on Google Sites	
ACTION 1.3	Conduct targeted first-hand self-evaluation activities (Learning Walks, Pupil Voice, Work Scrutiny) focused on presentation skills across phases, evaluating visual appeal, technical execution, and pupil confidence in presenting.	Evaluative report generated with actionable feedback for DoLs and primary phase leads.	W/B 18/1/27 & W/B 3/5/27	Learning Walk rubric & Pupil Voice sampling	
ACTION 1.4	Establish a 'Digital Presentation WAGOLL' gallery on the Sgiliau Ysgol Llanfyllin Google Site showcasing benchmarked student work from PS1 to PS5 (including Google Sites, Adobe Express, and slide decks) to support peer moderation and staff planning.	Online gallery active with pupil-created exemplars across all key stages.	By Easter 2027	Digital leads collation & moderation meeting	

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Impact Assessment – Autumn Term	Evidence Base

Impact Assessment – Spring Term	Evidence Base

Impact Assessment – Summer Term	Evidence Base

Ysgol Llanfyllin SDP 2025-26 – Priority Areas

Priority 3 - Cymraeg	Embed a coherent, progressive whole-school approach to Welsh that increases pupils' confidence, independence and spontaneous use of the language in formal and informal contexts, while securing the relevant Siarter Iaith and Cymraeg Campus accreditations and delivering the school's Cynllun Cyflawni'r Gymraeg.
Accountable Leader/SLT with responsibility	DO (Accountable Leader) LLT, RHG
Governor with responsibility	Lowri Williams, Sarah Lewis, Tara Harries, Parent 2)
Rationale Quality assurance during 2025–26 shows clear progress in strengthening Welsh across Ysgol Llanfyllin. Most staff now use incidental Welsh regularly, Welsh is increasingly heard during social times, and most AoLEs provide purposeful opportunities to use subject-specific language. The Swyddogion y Gymraeg, Criw Cymraeg, pupil ambassadors and reward initiatives have increased the visibility of Welsh and improved pupils' confidence and engagement. Professional learning and external collaboration have also strengthened staff practice. However, learning walks, work scrutiny and learner voice confirm that provision remains inconsistent across phases and AoLEs, particularly within English-medium provision. Pupils' use of Welsh is often structured and teacher-directed, with only a minority initiating or sustaining conversations independently. Opportunities for extended speaking, reading and writing remain variable. Progression, differentiation, challenge and the assessment of Welsh—particularly oracy—also require further development. During 2026–27, the Swyddogion y Gymraeg will lead a coherent, phase-appropriate strategic plan towards achieving the relevant Siarter Iaith and Cymraeg Campus accreditations. This will establish clear milestones, evidence requirements and accountability across the all-age school, ensuring that pupil-led initiatives contribute to sustained language use and measurable improvements in confidence, fluency and independence. This priority supports the school's Cynllun Cyflawni'r Gymraeg, including preparation for expanded Welsh-medium provision from September 2027, and aligns with Cymraeg 2050, the Welsh Language and Education (Wales) Act 2025 and the Powys WESP.	

Success Criteria

3.1 By July 2027, nearly all staff will consistently model purposeful incidental Welsh in lessons, registration periods and social spaces, verified through termly learning walks, environment audits, staff evaluation and learner voice, so that most pupils routinely respond in Welsh in familiar situations, a majority independently initiate simple interactions, and pupil confidence and oracy improve from the autumn baseline.

3.2 By July 2027, Nearly all AoLEs will provide frequent opportunities for pupils, particularly those in English-medium provision, to initiate and sustain spoken Welsh beyond routine phrases. Progress will be evaluated through learner voice, observations and termly samples of recorded oracy, so that most pupils sustain age-appropriate conversations in familiar contexts, a majority transfer their language to new contexts, and a minority communicate independently with greater fluency, accuracy and complexity.

3.3 By July 2027, all AoLEs will implement and review progressive opportunities for pupils to hear, speak, read and write Welsh. Planning and scrutiny will demonstrate appropriate differentiation, challenge, subject-specific vocabulary and consistent assessment of progress, so that most pupils make measurable progress from their starting points and apply increasingly sophisticated Welsh with greater independence across the curriculum.

3.4 By July 2027, the Swyddogion y Gymraeg will have strategically led phase-specific action plans for the relevant nationally recognised Siarter Iaith and Cymraeg Campus frameworks. Termly audits will demonstrate progress against agreed milestones and the school will secure, or be formally ready for verification for, the targeted awards, so that nearly all pupils experience a coherent Welsh-language offer and a majority contribute actively to promoting and evaluating Welsh across the school.

By July 2027, the school will achieve, or be formally ready for validation for, the agreed Bronze, Silver or Gold award within each relevant Siarter Iaith and Cymraeg Campus pathway across its Welsh-medium, English-medium, primary and secondary provision. [Welsh Government Siarter Iaith guidance](#)

3.5 By July 2027, a broad and inclusive programme of Welsh-language enrichment—including Criw Cymraeg, Urdd activities, clubs, cultural events and pupil-led campaigns—will be established and its participation and impact monitored termly, so that most pupils engage regularly, report increased confidence and use Welsh more frequently beyond lessons, with a growing minority sustaining independent Welsh socially. Termly calendar of events – to be mapped and shared

Milestones (Long term)					
December 2026		April 2027		July 2027	
3.1 Staff modelling and incidental Welsh By December 2026, termly learning walks and staff evaluations demonstrate that at least 80% of staff consistently model agreed incidental Welsh in lessons, registration periods and social spaces, so that most pupils routinely hear and respond to Welsh in familiar situations.					
3.2 Independent spoken Welsh By December 2026, baseline and follow-up oracy evidence demonstrates that at least 60% of sampled pupils, including pupils in the English-medium stream, can sustain a short, age-appropriate conversation in Welsh, with at least 30% initiating an interaction independently.					
3.3 Progressive curriculum provision By December 2026, all AoLEs have mapped and implemented at least one progressive Welsh-language					

opportunity in each relevant year group. Planning and work scrutiny demonstrate subject-specific vocabulary, appropriate differentiation and challenge, so that at least 60% of sampled pupils show measurable progress in speaking, reading or writing Welsh from their autumn baseline.					
3.4 Accreditation By December 2026, the Swyddogion y Gymraeg have completed baseline audits for the relevant Siarter Iaith and Cymraeg Campus pathways and produced phase- and stream-specific action plans. All required actions have identified leads, deadlines and evidence, with at least 50% of the criteria for the agreed 2026–27 accreditation milestones secured or demonstrably in progress.					
3.5 Enrichment and pupil leadership By December 2026, each phase provides at least two regular Welsh-language enrichment opportunities and has delivered one pupil-led campaign or event. Participation records and learner voice demonstrate that at least 50% of pupils have engaged in an activity and that most participating					

pupils report increased confidence in using Welsh beyond lessons.					
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RAG	Actions	Who	By when	Success Criteria	Quality Assurance/Evidence	Resources/Budget	LEA Support
	Complete baseline audits for the relevant Siarter Iaith and Cymraeg Campus pathways across Welsh-medium, English-medium, primary and secondary provision. Confirm the award level for each pathway with Powys.	Swyddogi on y Gymraeg; DO	25 September 2026	3.4: All relevant audits completed and accreditation targets formally agreed.	Completed audit tools; LA confirmation; baseline report to SLT.	TLR time; LA Welsh-in-Education support; no additional cost.	
	Produce a whole-school accreditation plan with phase- and stream-specific actions, milestones, responsibilities and evidence requirements. Establish a shared evidence portfolio.	Swyddogi on y Gymraeg; DO; LLT	9 October 2026	3.4: All accreditation criteria mapped, with identified leads and deadlines; at least 50% secured or in progress by December.	Strategic plan; RAG-rated tracker; digital evidence portfolio; half-termly SLT reports.	TLR time; leadership meeting time; Google Drive.	

	Create progressive incidental Welsh phrase banks for each phase and deliver practical professional learning for all staff.	Swyddogi on y Gymraeg; RHG	23 October 2026	3.1: At least 80% of staff demonstrate consistent use of agreed incidental Welsh by December.	Training attendance; staff confidence surveys; phrase banks; learning walks.	INSET/briefing time; digital resources; printing/display costs from existing budget.	
	Conduct baseline and follow-up learning walks focused on staff modelling, pupil responses and Welsh use during lessons, registration and social times. Provide coaching where needed.	LLT; AR; Swyddogi on y Gymraeg	Baseline: 9 October 2026; review: 11 December 2026	3.1: At least 80% of staff meet agreed expectations; most pupils routinely respond in Welsh.	Learning-walk records; environment audits; coaching logs; staff and pupil voice.	Leadership and TLR time; limited cover where required.	
	Assess a representative cross-phase sample of pupils' spoken Welsh, including both language streams. Repeat the assessment to measure progress.	Swyddogi on y Gymraeg; Welsh teaching staff	Baseline: 16 October 2026; reassessment: 11 December 2026	3.2: At least 60% sustain an age-appropriate conversation and at least 30% initiate an interaction independently.	Audio/video samples; assessment rubric; baseline and follow-up data; learner voice.	Staff time; existing recording devices and digital platforms.	

	Require every AoLE to identify and teach at least one progressive Welsh-language opportunity in each relevant year group, including differentiation, challenge and subject-specific vocabulary.	AoLE leads; monitored by SLT links	Planning: 23 October 2026; review: 4 December 2026	3.3: All AoLEs implement the agreed opportunities; at least 60% of sampled pupils demonstrate progress from baseline.	Curriculum maps; schemes of learning; lesson visits; pupils' work and recorded oracy.	AoLE meeting time; shared planning resources; internal expertise.	
	Complete a cross-phase scrutiny of planning, pupils' work and recorded oracy to evaluate progression, differentiation, challenge and assessment.	AR; LLT; Swyddogi on y Gymraeg	27 November 2026	3.3: All AoLEs demonstrate progressive provision and identify clear next steps for pupils requiring additional support or challenge.	Scrutiny report; moderated work; pupil progress samples; AoLE action points.	Leadership/AoLE time; possible meeting cover.	
	Establish phase-specific Criw Cymraeg groups with representation from Welsh-medium and English-medium	Swyddogi on y Gymraeg; designated phase staff	2 October 2026	3.4 and 3.5: Active groups operate in each phase and contribute evidence towards the relevant accreditation framework.	Membership lists; meeting minutes; pupil action plans; campaign and monitoring evidence.	TLR and pastoral time; badges and promotional materials from Welsh-language budget.	

	learners. Train members to promote and evaluate Welsh use.						
	Provide at least two regular Welsh-language enrichment opportunities in each phase and deliver one whole-school pupil-led campaign. Monitor participation by phase and language stream.	Swyddogi on y Gymraeg; Criw Cymraeg; RHG	Program me launched : 16 October 2026; campaign completed: 4 December 2026	3.5: At least 50% of pupils participate in an activity; most participants report increased confidence using Welsh beyond lessons.	Registers; ClassCharts data; photographs; pupil voice; campaign materials; Urdd participation records.	Urdd membership/activities; club staffing; campaign materials; existing Welsh-language budget.	
	Evaluate progress against all five December milestones and report measurable impact and next steps to SLT and governors.	DO; LLT; Swyddogi on y Gymraeg	18 December 2026	3.1–3.5: A RAG-rated evaluation identifies progress against every milestone and prioritises actions for spring 2027.	Collated QA report; accreditation tracker; pupil progress data; learner voice; governor minutes.	Leadership and TLR time; no additional cost.	

Impact Assessment – Autumn Term	Evidence Base

Impact Assessment – Spring Term	Evidence Base

Impact Assessment – Summer Term	Evidence Base

Ysgol Llanfyllin SDP 2024-25 – Priority Areas

Priority 4 – Attendance	Improve attendance and reduce persistent absence to ensure that all pupils have consistent access to high-quality learning, enabling them to make sustained progress, achieve their potential and make informed choices about their future pathways.
Accountable Leader/SLT with responsibility	JG (Accountable Leader) DO, LLT, AJ
Governor with responsibility	Lucy Roberts, Charlie Whitehall, Parent 1
Regular school attendance is fundamental to improving learner outcomes, wellbeing and life chances. Current whole-school attendance (Reception to Year 13) is 89.4%, which remains significantly below both national expectations and pre-pandemic levels. Attendance continues to be one of the biggest barriers to raising standards across the school. The Primary phase is currently receiving Targeted Support from Powys Local Authority, whilst the Secondary phase is receiving Intensive Support, reflecting the need for a sustained and strategic approach to improving attendance. Improving attendance will increase pupils' access to high-quality teaching, improve academic progress, strengthen relationships, enhance wellbeing and reduce safeguarding risks. A whole-school culture where attendance is everyone's responsibility will support learners to be Ready, Respectful and Safe, ensuring that attendance is embedded within the school's vision and culture. This priority aligns with: • Welsh Government School Improvement Guidance • Powys Local Authority Attendance Strategy • Estyn Inspection Framework • School Vision and Values	

Success Criteria
4.1 Whole-school attendance increases from 89.4% to at least 91.5%. As a result, more pupils attend school regularly, leading to improved continuity of learning, engagement and educational outcomes.
4.2 Persistent absenteeism reduces by at least 20% across all phases. As a result: Fewer pupils become persistently absent, enabling earlier intervention and improved wellbeing, attendance and achievement
4.3 Attendance improves for identified vulnerable groups (FSM, ALN, CLA and pupils causing concern), narrowing the gap with their peers. As a result: Attendance gaps between vulnerable learners and their peers are reduced, ensuring greater equity of access to learning and support.
4.4 Attendance systems are consistently implemented across all phases with clear accountability for leaders, staff and families. As a result: A consistent whole-school approach ensures attendance concerns are identified and addressed promptly, with all stakeholders understanding their roles and responsibilities.
4.5 Parents demonstrate increased engagement with attendance processes, resulting in improved first-day response rates and earlier interventions. As a result: Stronger partnerships with families lead to quicker responses to absence, more effective support for pupils and sustained improvements in attendance.

Milestones (Long term)					
December 2026		April 2027		July 2027	
Whole-school attendance reaches 90.0%, so that more pupils are attending school regularly and benefit from consistent learning opportunities.		Whole-school attendance reaches 90.8%, so that improvements in attendance are sustained and more pupils access high-quality teaching and learning.		Whole-school attendance reaches 91.5%, so that pupils experience improved educational outcomes, wellbeing and engagement.	

Attendance strategy relaunched with all stakeholders, so that expectations are clearly understood and there is a consistent whole-school approach to improving attendance.				Persistent absence reduced by 10%, so that fewer pupils miss significant amounts of learning and targeted support has a greater impact.				Persistent absence reduced by 20%, so that the number of pupils at risk of poor attendance and underachievement is significantly reduced.	
Attendance team established with clear roles and weekly monitoring, so that attendance concerns are identified early and timely interventions can be implemented.				Attendance interventions evaluated and refined, so that resources are focused on the most effective strategies and pupil outcomes continue to improve.				Sustainable attendance systems embedded across the school, so that improvements in attendance are maintained and consistent practice continues beyond the current academic year.	
RAG	Actions	Who	By when	Success Criteria	Quality Assurance/Evidence	Resources/Budget	LEA Support		
	Review and relaunch the whole-school Attendance Strategy with clear expectations for staff, pupils and parents.	Attendance Lead/HOY	October 2026	Whole-school understanding of expectations established.	Policy Review	Staff Meeting time	Attendance Officer, Education Improvement Adviser.		
	Work alongside Mark, supported by approved Local Authority funding, to review current	Attendance Lead / HOY	Ongoing	Consistent attendance monitoring systems are	Attendance meeting minutes, case reviews. Intervention logs, attendance tracking.	Meeting time /Intervention	Local Authority Funding		

	attendance systems, strengthen monitoring processes and implement targeted strategies to improve pupil attendance and reduce persistent absence.			embedded across the school. Staff use attendance data effectively to identify and support pupils at risk of persistent absence. Targeted strategies are implemented and reviewed regularly. Whole-school attendance improves against the agreed baseline. Persistent absence is reduced.			
	Establish weekly Attendance Panel meetings to monitor attendance, identify pupils causing concern and agree interventions.	Attendance Lead / ALNCo / HoYs/FLO	Weekly	Timely interventions implemented for all identified pupils.	Attendance meeting minutes, case reviews. Intervention logs, attendance tracking.	SIMS/ ClassCharts reports	EWO
	Embed a graduated attendance intervention pathway including mentoring, Early Help, Team Around the Family and external agencies.	Attendance Team	Autumn Term	Consistent intervention process implemented.	Case Audits, Referral records, intervention plans.	HOY/FLO /Pastoral Support Officer	EWO
	Introduce attendance rewards and recognition programme celebrating	Attendance Team	October onwards	Increased pupil motivation and improved attendance trends.	Student voice, attendance data. Reward records, assemblies.	Certificates, rewards.	Best practice guidance

	individual and tutor/class improvements.						
	Implement targeted support plans for persistent absentees and vulnerable learners with measurable attendance targets.	HoYs / ALNCo / Family Engagement	Ongoing	Attendance improves for targeted pupils.	Fortnightly reviews. Individual attendance plans	Staff time	Multi-agency support.
	Provide EBSA awareness and intervention training for all staff, so that there is a consistent whole-school understanding of emotionally based school avoidance, leading to earlier identification, appropriate support and improved pupil attendance.	All staff	Autumn Term	All staff complete EBSA awareness training. Staff have a clear understanding of Emotionally Based School Avoidance (EBSA). Staff use appropriate strategies to support pupils experiencing EBSA. Pupils with EBSA are identified early and receive appropriate support. Attendance improves for pupils experiencing EBSA. There is a consistent whole-school approach to supporting pupils with EBSA.	Attendance records, Training records, Pupil voice	Training time	

	Develop attendance dashboards for SLT and Middle Leaders to improve accountability.	Attendance Lead	Autumn Term	Leaders confidently analyse attendance data and respond promptly.	ClassCharts and meeting records	ClassCharts	Data Support
	Narrow the gender attendance gap in Year 11- identified from attendance return – Males 91.8% Females – 85.4%	HOY /Attendance Lead/FLO	Ongoing	Decrease the attendance gap between males and females	Classcharts Data /Plan /Meeting minutes	Staff time	EWO
	Work with feeder primary schools to improve transition attendance and establish positive attendance habits before Year 7.	Transition Lead	Summer Term	Improved attendance of new Year 7 cohort.	Transition Evaluation , data comparsions	Transition activities	Cluster support
	Small-group emotional literacy and self-referral support systems, focusing on early intervention strategies for girls in Years 7 through 11.- Resilience workshops and 5 ways to wellbeing for Y7	CT staff / HOY	Ongoing	Pupils have increased awareness of bullying, reporting routes and available support. Confidence in reporting concerns increases, with concerns identified and addressed promptly. Restorative and relational approaches are consistently embedded across KS3- (Postively you workshops September 2026) Peer conflict and bullying incidents reduce.	Attendance data, pupil voice, bullying reports	CT	External agencies

				Improved pastoral support contributes to increased KS3 attendance.			
	Strengthen our middle-school pastoral provision by enhancing pupil education around bullying, promoting confidence in reporting concerns, raising awareness of available support, and embedding restorative and relational practices to foster positive relationships and reduce peer conflict across Key Stage 3	CT Staff / HOY / teachers	Ongoing	Targeted support is established for identified pupils in Years 8–11. Pupils can access support through clear self-referral pathways. Early intervention reduces barriers to engagement and learning. Improved wellbeing and engagement contribute to increased attendance. Attendance for identified pupils improves against the agreed baseline.	Pupil Voice, attendance data	Resilience and 5 ways to wellbeing – Y7 – CAMHS Postively you – Resilience – Y7/8	
	Integrate sleep hygiene education into Wellbeing curriculum and engage with sleep programme with Powys to increase attendance levels.	CT staff /HOY /LA	Ongoing	Sleep hygiene education is embedded within the Wellbeing curriculum.	Pupil Voice, attendance data	Sleep Hygiene Resources and support from Powys Health Board	Powys Teaching Health Board

				Pupils understand the link between sleep, wellbeing and attendance. Staff engage with and implement strategies from the Powys sleep programme. Improved sleep habits contribute to improved pupil attendance. Overall attendance improves against the agreed baseline.			
	Integrate exam stress management and coping strategies into the Wellbeing curriculum and provide targeted support to help pupils manage exam-related anxiety, maintain positive wellbeing and improve attendance.	HOY/CT/ NJ	Ongoing	Pupils understand the causes and signs of exam stress and anxiety. Pupils can identify and use a range of strategies to manage exam stress. Pupils report increased confidence in managing exam-related pressure. Targeted pupils receive timely support when exam stress begins to affect their wellbeing or attendance.	Pupil Voice, attendance data	Exam Stress workshop – Y10 /11 - CAMHS	

				Attendance improves for pupils identified as being affected by exam stress. Pupil voice shows that wellbeing support has helped pupils manage exam pressure.			
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Impact Assessment – Autumn Term	Evidence Base

Impact Assessment – spring Term	Evidence Base

Impact Assessment – Summer Term	Evidence Base

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Glossary of terms:

a majority (Estyn)	over 60%	many (Estyn)	70% or more
a minority (Estyn)	below 40%	MAT	More Able and Talented
ALN	Additional Learning Needs	most (Estyn)	90% or more
AoLE	Area of Learning Experience	nearly all (Estyn)	with very few exceptions
AR	Ann Roberts (Assist Head)	RG	Rhian Griffiths
around half (Estyn)	close to 50%	SLT	Senior Leadership Team
CTG	Close The Gap	UPS	Upper Pay Scale
Cyfnod Cynradd	Primary Phase	very few (Estyn)	Less than 10%
Cyfod Uwchradd	Secondary Phase	W/EAL	Welsh/English as an Additional Language
DO	Dewi Owen (Head Teacher)	Wal Dyfu	Bump it Up Wall
DoL	Director of Learning	WWW	What Went Well
EBI	Even Better If	AJ	Andrea Jones (ALNCo)
few (Estyn)	below 20%		
half (Estyn)	50%	KB	Keith Bates (Adele Bates Education)
JG	Jenna Graham (Assist Head)		
LIT	Llyr Thomas (Deputy Head)		

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School Calendar 2025-26

A link to the Quality Assurance Calendar / Weekly Meetings Calendar / School Calendar

Professional development strategy:

A key to good performance management is the continued professional development of all employees. Therefore, these should be reviewed at the initial setting of PM Actions, regular reviews and at the end of the PM cycle.

PROFESSIONAL DEVELOPMENT PRIORITY/ACTION	RESOURCES	PRIORITY LINK
1. Staff Briefings at start of year and ongoing: focused inputs from SLT, DoLs, SIA advisers on teaching, skills, Welsh, behaviour. Recorded and circulated with attendance register.	Leaders' time, Network Manager, Admin	Prtly 1–4
2. Training Bites: 5–10 min CPD videos (effective questioning, ABC Talk/Ein Llais Ni, Class Charts, feedback & assessment, restorative practice). Shared in AoLE meetings for reflection.	Leaders' time, digital recording support	Prtly 1–4
3. Bespoke CPD on Lesson Planning & Class Charts: Supporting consistent implementation of school lesson format, CTG activities, differentiation and behaviour routines.	DoLs & SLT	Prtly 1 Act 1.4; Prty 4 SC 4.1–4.3
4. Peer-led CPD / Instructional Coaching: Teachers with strengths in questioning, feedback, digital/numeracy integration, oracy, or behaviour model strategies for others. QA system evidences impact.	Time allocation, supply cover if required	Prtly 1–4
5. Curriculum Collaboration – LLC & Languages: Sharing the impact of Schemes of Learning in English, Cymraeg, French. Disseminate approaches to literacy and bilingual pedagogy across AoLEs.	Prep time, Supply cover	Prtly 1 & 2
6. Governor Training – Book Scrutinies & Wall Trawls: Governors trained in evaluating pupils' work and learning environments to strengthen accountability and self-evaluation.	External SIA input, SLT support	Prtly 1 Tgt 7.3
7. Governor Training – Behaviour & ALN: Focused sessions on the Adele Bates behaviour project and the ALNET Act (IDPs, pupil voice, rights-based approach).	External partners, ALNCo, Pastoral Leaders	Prtly 4; Prty 2 SC 2.3
8. Welsh Language CPD – Cynllun Clonc & Ein Llais Ni: Internal training for staff on incidental Welsh, oracy strategies, and Siarter Iaith. Includes cluster collaboration (Caereinion & Pen y Cae).	Lead SIA support, DoL Cymraeg, Urdd	Prtly 3 Act 3.4
9. School-to-School Collaboration: Professional learning visits with Ysgol Cynddelw, Ysgol Cegidfa, Ysgol Pen y Cae, and Ysgol Aberconwy to share Welsh-medium pedagogy and CTG strategies.	Time for visits, LA/GWE facilitation	Prtly 3 & 1
10. Literacy & Skills CPD: Targeted support for improving literacy (Welsh & English), numeracy, digital competence, and oracy in line with Estyn recommendations and Curriculum for Wales.	Skills SIAs (6 days Literacy, 6 days Numeracy, 3 days Digital, 3 days Cymraeg literacy)	Prtly 2

11. ALN Professional Learning: Training for staff on the ALN Code, IDP writing, and inclusive classroom practice (scaffolding vs. independence). Includes joint sessions with Educational Psychologist and cluster ALNCOs.	ALNCo, LA inclusion team	Prtly 1 & 2
12. Behaviour CPD – Adele Bates Programme: Whole-staff CPD and coaching on relational practice, behaviour for learning, and the revised tutor system. Includes monitoring consistency of agreed routines.	Adele Bates consultants, SLT oversight	Prtly 4
13. Leadership Development for DoLs & Middle Leaders: Self-evaluation for improvement, effective use of data, leading AoLE teams, and coaching.	6 days Lead SIA input	Prtly 1 & 2
14. Pupil Voice & Global Citizenship CPD: Training staff to embed Cyngor yr Ysgol input, RADY strategies, and global citizenship work (with Gareth Owen).	External facilitators, staff time	Prtly 2 & 3

Working with the community:

Community Engagement Commitment	Linked Whole-School Priority	Benefiting / Collaborating Groups
Develop and maintain school/community mountain bike tracks with Llanfyllin Town Council, Revolution Bike Park and Llanfyllin Cycling Club	Priority 4 – Embed the consistent implementation of behaviour and wellbeing strategies to secure a positive learning environment and improve pupils’ attitudes to learning	Pupils (all phases, especially KS3–4 outdoor learners); Parents (family use of site); Community groups (Town Council, Cycling Club, local families)
Collaboration with Gareth Owen (local humanitarian and author) to strengthen pupils’ global citizenship and understanding of humanitarian action	Priority 2 – Strengthen the strategic planning and delivery of cross-curricular skills	Pupils (KS3–5, particularly Humanities and Skills AoLE); Parents (through community talks/wider engagement); Community (local/global awareness-raising)
Year 10 work experience with local, national or international businesses	Priority 2 – Strengthen cross-curricular skills	Pupils (Year 10 cohort); Parents (in supporting placements); Community/businesses (local employers, national and international partners)
Support businesses and hold events for Diwrnod Shwmae Su’mai (including parent open afternoon 15.10.24)	Priority 3 – Increase the opportunities for all pupils to use Welsh in both formal and informal situations, aligned to Cymraeg 2050	Pupils (all phases, developing Welsh use); Parents (through open afternoon involvement); Community (local shops, businesses, cultural groups)
School concerts in the local church/chapel (December 2024 / Summer 2025)	Priority 3 – Increase opportunities for pupils to use Welsh and promote Welsh culture and identity	Pupils (Expressive Arts and wider school); Parents (concert audiences); Community (local residents, churches/chapels)
Canolfan Teulu outreach work with Cross Keys Community Hub (all school phases)	Priority 4 – Embed consistent behaviour and wellbeing strategies	Pupils (all phases, especially vulnerable learners); Parents (family support networks); Community (Cross Keys hub users and volunteers)
Collaborative projects with local heritage sites (Dolydd Workhouse, Sycharth, Lake Vyrnwy etc.)	Priority 2 – Strengthen cross-curricular skills & Priority 3 – Increase Welsh language and cultural opportunities	Pupils (Humanities, Expressive Arts, cross-curricular projects); Parents (through shared visits/events); Community (heritage groups, local historians, tourism partners)

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School staff and school resources:

The effective use of resources should be a key topic for discussion at all middle and senior leader PM meetings.

RES	SCHOOL/LA RESOURCES	COST	PRIORITY	PERIOD
1	Leaders' time to prepare weekly briefings ; Network Manager to record; Admin to distribute via Teams/email.	NIL	Prty 1–4	25/26
2	Leaders' time to prepare Training Bites ; Network Manager to record/upload; Admin to distribute. Focus on questioning, differentiation, AfL, and RADY.	NIL	Prty 1–4	25/26
3	DoLs and SLT to provide bespoke support for staff on planning, AfL, ClassCharts, and use of Wal Dyfu .	NIL	Prty 1 (Tgt 1.3, 1.4) & Prty 4 (SC 4.3)	Term 1 & ongoing
4	Accountable Leader with Network Manager to refine data capture forms/analysis systems for QA, IDPs, audits and ALN compliance (per ALNET Act 2018).	NIL	Prty 1,2,3,4	Term 1
5	Time for peer coaching/mentoring : staff with expertise in effective pedagogy, literacy, numeracy, digital skills, or behaviour strategies to support colleagues.	Supply	Prty 1–4	25/26
6	LLC Cymraeg & Ffrangeg staff prep/delivery to evaluate impact of Schemes of Learning and contribute to Cymraeg 2050/Welsh Delivery Plan actions.	Supply	Prty 3 (Welsh Lang.)	25/26
7	Governor training (via SIA/LA) on lesson obs, book scrutiny, wall/learning walks, ALN responsibilities.	NIL	Prty 1 (SC 1.3) & Prty 2 (SC 2.3)	Term 1
8	Adele Bates Behaviour Review programme: CPD, staffing structure review, role of form tutor, embedding non-negotiables across phases.	£50,000 County Funded	Prty 4	25/26
9	Joint working with LA/Cluster (e.g., Ysgol Bro Caereinion) on progression in literacy, numeracy, digital competence, and oracy ; co-construction of progression frameworks.	NIL	Prty 2	25/26
10	Support for Criw Cymraeg & Siarter Iaith initiatives (training, resources, community engagement).	Small supply/cluster fund	Prty 3	25/26
11	CPD and time for staff to align Individual Development Plans (IDPs) with ALN Code (2021) and ALNET Act (2018).	Supply/LA support	Prty 1 & 2	25/26
12	Ongoing LA/GWE support for Ein Llais Ni / Voice 21 oracy project , cluster moderation, and use of progressive oracy strategies.	LA/GWE funded	Prty 2 & 3	25/26
13	Time for middle leaders and SLT to conduct joint QA/self-evaluation cycles with LA advisers (lesson obs, looking at work, learner voice).	NIL	Prty 1–4	Termly

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Previous actions:

COLOUR	MEANING	ASSESSMENT OF PROGRESS		
Limited progress	No meaningful action has commenced on this Action.	Initial judgement by Acct Lead & Priority Coords	Quality assured by SLT against evidence.	Oversight by PP&C CMTE and SIA
Satisfactory progress	Work had commenced on this Action; however, less than 50% of the expected work has been completed and, as yet, it is not possible to evaluate outcomes.			
Good progress	More than 50% of the expected work has been carried out. Initial assessments can be made to evaluate outcomes; however, these evaluations may change as further progress is made.			
Strong progress	Strong progress. This Action is assessed as complete. It is possible to assess and evaluate outcomes.			

Priority area 2024-25	Strong Progress	Good progress	Satisfactory Progress	Limited Progress	Carry forward?
1. Address the shortcomings in teaching to improve pupils' learning and progress.					Yes
2. Improve the planning for the progressive development of pupils' skills (literacy, numeracy, digital competence, and oracy).					Yes
3. Refine self-evaluation processes to focus precisely on the impact of teaching on pupils' progress.					No
4. Ensure that staff implement behaviour strategies consistently to secure a positive learning environment.					Yes
5. Increase the range of opportunities for learners to practise their Welsh language skills progressively in both formal and informal situations, aligned with <i>Cymraeg 2050</i> and the school's Welsh Language Delivery Plan					Yes