



## School improvement priorities:

### 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://journal.uwp.co.uk/9GOV.WALES+9Education+Wales+9cscjes.org.uk+4GOV.WALES+4GOV.WALES+4).

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](#).
2. Breaking Down Barriers – Closing the attainment gap, particularly for disadvantaged students, and addressing the effects of socio-economic inequality [GOV.WALES](#).
3. Positive Educational Experience – Promoting wellbeing, safety, inclusivity, enrichment opportunities, and mental health support [GOV.WALES](#).
4. HighQuality Teaching and Leadership – Strengthening teacher professional development and leadership, including support for working in challenging settings [GOV.WALES+2GOV.WALES+2Education+Wales+2](#).
5. CommunityBased Learning – Building community schools, enhancing adult education, and creating a national lifelong learning charter [GOV.WALES+1GOV.WALES+1](#).
6. Cymraeg Belongs to Us All – Expanding Welshmedium and bilingual education, supporting teacher fluency in Welsh, and aligning with the Cymraeg 2050 language strategy [GOV.WALES+1Estyn+1](#).

Further statutory developments include the Welsh Language and Education (Wales) Act 2025, which sets legal targets for Welshmedium 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](#). 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](#).

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+3oecd.org+3](#).

## 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		
<b>RED</b>	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
<b>AMBER</b>	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.			
<b>YELLOW</b>	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.			
<b>GREEN</b>	This Action is assessed as complete. It is possible to assess and evaluate outcomes.			

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## Ysgol Llanfyllin SDP 2025-26 – Priority Areas

<b>Priority 1 - Teaching &amp; Learning (incl. ALN)</b>	Reduce the variation in the quality of teaching across all phases so that all pupils, including those with additional learning needs and from disadvantaged backgrounds, make strong progress in their learning.
<b>Accountable Leader/SLT with responsibility</b>	RHG (Accountable Leader), AR & AJ
<b>Governor with responsibility</b>	Graeme Hunter
<p><b>Rationale</b></p> <p>Excellent teaching is the most powerful driver of pupil progress. Our current self-evaluation and external reports, including the SV2 and Estyn inspection, show that while teaching is strong in a minority of lessons, variation remains across the school, particularly in planning, differentiation, challenge for the more able pupils, assessment and expectations. These inconsistencies disproportionately affect pupils with ALN and those from disadvantaged backgrounds.</p> <p>Where teaching is strong, pupils benefit from well-structured lessons, active learning, collaborative tasks, and effective questioning. However, passive learning, over-scaffolding, and over-direction remain common across Ysgol Llanfyllin, limiting independence and progress. The pace of learning is too slow in the minority of lessons.</p> <p>This priority brings together our work on pedagogy, assessment for learning, ALN provision and skills progression into a unified focus. It aligns with the ALN Code for Wales (2021), requiring early identification, inclusive planning, and co-constructed success criteria to ensure all pupils can access high-quality learning.</p> <p>Embedding consistent use of strategies such as Wal Dyfu, ‘Stretch It’ questioning, and structured collaborative activities will reduce variability and ensure all learners—regardless of background—make strong, sustained progress. Professional learning, high expectations, and careful curriculum planning will underpin this whole-school improvement drive.</p>	

Success Criteria
<b>1.1</b> EEF Implementation plan is understood by the Science, Cyfathrebu AOLE's and Cyfnod Cynradd. This has a positive impact on active learning in the classrooms.
<b>1.2</b> By July 2026, nearly all teachers will consistently implement structured group tasks, collaborative learning, and/or independent activities in line with the school's model lesson format, significantly reducing instances of passive learning.
<b>1.3</b> By July 2026, most teachers will routinely apply agreed questioning strategies (e.g. Stretch It, Format Matters, ABC Talk) with observable impact on learner engagement, extended responses, and improved oracy across all AoLEs.
<b>1.4</b> By July 2026, nearly all teachers will plan appropriately differentiated activities that provide sufficient challenge and support for ALN, MAT and disadvantaged learners, as evidenced through lesson observations, pupil voice, and work scrutiny.

Milestones (Long term)			
December 2025		April 2026	
		July 2026	
Through the EEF toolkit MANY teachers in the trial group(s) have greater awareness of active learning strategies therefore understand the importance of including structured group tasks and reduced reliance on passive, teacher-led activities. Many lessons observed in the trial show improved use of active learning.		Through the EEF toolkit MOST teachers in the trial have greater awareness of active learning strategies therefore understand the importance of including structured group tasks and reduced reliance on passive, teacher-led activities. Most lessons observed in the trial show improved use of active learning	Through the EEF toolkit NEARLY ALL teachers in the trial have greater awareness of active learning strategies therefore understand the importance of including structured group tasks and reduced reliance on passive, teacher-led activities. Nearly all lessons observed in the trial show improved use of active learning.
<b>Many</b> teachers use agreed questioning strategies (e.g. Stretch It, Format matters, no opt out), though application remains variable across AoLEs and phases.		<b>Most</b> teachers use agreed questioning strategies (e.g. No Opt Out, Stretch It and Format Matters, though application remains variable across AoLEs and phases.	<b>Nearly all</b> teachers use agreed questioning strategies (e.g. Stretch It, Format matters, no opt out), though application remains variable across AoLEs and phases.

<p><b>Many</b> teachers plan with increasing awareness of learners' needs, including ALN, MAT, and disadvantaged learners, but differentiation is not yet consistent in all areas.</p>		<p><b>Most</b> planning demonstrates effective differentiation to support and challenge all groups of learners, including ALN and disadvantaged pupils.</p>		<p><b>Nearly all</b> teachers plan appropriately differentiated activities that provide high levels of challenge and support for all learners, with a positive impact on the progress of ALN, MAT and disadvantaged pupils.</p>	
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RAG	Actions	Who	By when	Success Criteria	Quality Assurance/Evidence	Resources/Budget/PL	LEA Support
	<p>All practitioners in Cyfathrebu, Science and Cyfnod Cynradd to fully understand the EEF implementation plan as a long-term approach to plan for a positive approach to active learning</p> <p>Practitioners in other AOLE's allow time to self-reflect on their pedagogical practice by working collaboratively with another colleague/s</p>	<p>Staff in Science and Cyfathrebu and Cynradd.</p> <p>All other teaching staff</p>	<p>On going but initial evaluation by Dec 2025</p>	<p>1.1 EEF Implementation plan is understood by the Science, Cyfathrebu AOLE's and Cyfnod Cynradd. This has a positive impact on active learning in the classrooms.</p> <p>1.2 By July 2026, nearly all teachers will consistently implement structured group tasks, collaborative learning, and/or independent activities in line with the school's model lesson format, significantly reducing instances of passive learning.</p>	<p>Lesson Observations Sept 2025</p> <p>Listening to learners</p> <p>Learning walks- Jan 2026- with a focus on active learning/ chosen practice.</p> <p>Open door and collaborative work within and between AOLE's and phases</p>	<p>PL for DOL's in this approach 22/09/25</p> <p>DOL's meet their teams WB 20/10/25- in order to roll out in second half term.</p> <p>Cover costs for DOL's and staff particularly within Science, Cyfathrebu and Cyfnod Cynradd to observe and reflect on findings.</p> <p>SV and LP to visit other cluster primary schools to gain further understanding.</p>	<p>SLT TEAMS overview meeting with Sally Llewelyn on EEF implementation plan.</p>
	<p>All practitioners to challenge nearly all pupils in their respective area through effective questioning strategies which must include 'No opt out' 'stretch it' and where appropriate 'Format matters'</p> <p>Practitioners to make full use of open-door</p>	<p>All staff</p>	<p>On going but initial evaluation by DEc 2025</p>	<p>1.3 By July 2026, most teachers will routinely apply agreed questioning strategies (e.g. Stretch It, Format Matters, ABC Talk) with observable impact on learner engagement, extended responses, and improved oracy across all AoLEs.</p>	<p>Lesson Observations Sept 2025</p> <p>Listening to learners</p> <p>Learning walks- Jan 2026- with a focus on active learning/ chosen practice.</p> <p>Open door and collaborative work within</p>	<p>General cover cost if PPA/MT does not match the observation needed.</p>	<p>N/A</p>

	approach to share good practice and celebrate success amongst the staff.				and between AOLE's and phases		
	<p>All practitioners know the ALN profiles of the pupils within their classes and adapt planning appropriately.</p> <p>All practitioners plan, differentiate and have high expectations of all learners within their classes, including those from disadvantaged backgrounds to enable all learners to make strong progress.</p>	All staff	On going but initial evaluation DEC 2025	1.4 By July 2026, nearly all teachers will plan appropriately differentiated activities that provide sufficient challenge and support for ALN, MAT and disadvantaged learners, as evidenced through lesson observations, pupil voice, and work scrutiny.	<p>Planning to be shared with DOL/ SLT- (Mid-term or equivalent plans) showing ALN pupils</p> <p>Book scrutiny</p> <p>Lesson observations</p> <p>Learning walks</p> <p>Listening to learners.</p>	General cover cost if PPA/MT does not match the observation needed.	<p>Support from LEA ALN team (Judith Hickey and team) re best practice</p> <p>Support from RADY team Simon ....?</p>

**Ysgol Llanfyllin SDP 2025-26 – Priority Areas**

<b>Priority 2 - Skills</b>	Strengthen the strategic planning and delivery of cross-curricular skills to ensure all pupils make progressive gains in literacy, numeracy, digital competence and oracy across the curriculum.
<b>Accountable Leader/SLT with responsibility</b>	AR (Accountable Leader), RHG & AJ
<b>Governor with responsibility</b>	
<b>Rationale</b>	
<p>While Ysgol Llanfyllin has taken positive steps—such as appointing strategic leads and developing whole-school tools for literacy, numeracy and digital skills—these are not yet implemented consistently across all phases and AoLEs.</p> <p>Estyn identified that leaders, especially at middle level, have not had enough impact on ensuring the progressive development of pupils’ skills. Self-evaluation and external review highlight stronger practice in the primary phase—such as graph work and collaborative talk—compared to the secondary phase, where opportunities to build and apply skills are more limited and uneven.</p> <p>Recent initiatives like progressive writing guides, VIPERS reading strategies, oracy models (Ein Llais Ni), and refined use of digital tools are promising. However, these need clearer alignment, robust quality assurance, and consistent use in AoLE and classroom planning to ensure meaningful progression.</p> <p>Middle leaders must now play a central role in embedding skill development within mid- and short-term planning, ensuring learners are regularly applying these skills in purposeful, real-world contexts. Teachers must be held accountable for providing sufficient challenge and opportunity for pupils to develop, apply and refine core skills.</p> <p>This priority underpins national expectations for progression and equity. By sharpening our strategic planning and delivery, we will raise standards for all learners and close gaps for those at risk of underachievement.</p> <p><b>Collaboration.... build on previous work (website etc.) - strand planning, AoLE strategic &amp; central resource on progressive element. Cluster work</b></p>	

**Success Criteria**

<b>2.1:</b> <i>Most teachers</i> (≥90%) across all key stages plan for and implement progressive literacy, numeracy, digital and oracy skills within their schemes of learning and lesson delivery, as evidenced through planning scrutiny and pupil work samples.
<b>2.2:</b> <i>Nearly all pupils</i> (≥90%) across Years 2–9 can articulate how they are developing key skills in different subjects, using common language from whole-school strategies (e.g. Wal Dyfu, Talk Tactics, GELTE, VIPERS), as evidenced in pupil voice and learning walks.
<b>2.3:</b> <i>Middle leaders</i> across all AoLEs quality assure skill development in their subjects at least once per term and provide evaluative reports showing how planning, delivery and pupil outcomes in literacy, numeracy, oracy and digital competence have improved over time.
<b>2.4:</b> <i>All AoLEs</i> produce and use progressive skill maps that are aligned with the Curriculum for Wales progression steps and incorporate local and national initiatives (e.g. RADY, Cymraeg 2050, ALN Code), as evidenced in planning documentation and QA processes.
<b>2.5:</b> <i>A majority of pupils</i> (≥60%) in cyfnod uwchradd demonstrate measurable progress in at least two cross-curricular skills (e.g. graphing, writing for audience, collaborative talk) between autumn and summer terms, as evidenced by pupil work scrutiny and standardised assessment tasks. Literacy/ Num need to decide on an area of focus for writing/ reading and listening and speaking (should have 3 Ein llais ni focuses from last term) so that this can be more specific also training for staff.

Milestones (Long term)					
December 2025		April 2026		July 2026	
<b>All AoLEs</b> will submit updated progression maps for literacy, llythrenydd, numeracy, digital competence and oracy, aligned with Curriculum for Wales progression steps and embedded whole-school strategies (e.g. GELTE, VIPERS, Talk Tactics, Wal Dyfu).		<b>All AoLEs</b> will have embedded <i>at least one</i> mapped digital competence strand in current schemes of work, with progression clearly evidenced in pupil work		<b>All AoLEs</b> will produce an evaluative report demonstrating <i>clear, measurable impact</i> on pupil skill progression, supported by internal QA and pupil outcomes.	
<b>All middle leaders</b> will complete an initial “look at work” scrutiny for their AoLE, with findings shared with SLT and used to inform spring term planning refinements.		<b>All middle leaders</b> will conduct a second round of QA and provide evaluative reports that show clear evidence of improvement in planning and pupil skill development since the autumn term.		<b>All AoLEs</b> will contribute to a whole-school evaluation summary with recommendations for sustained improvement into 2026–27	
				<b>Most pupils</b> in the secondary phase will demonstrate <i>strong progress</i> in at least two cross-curricular skills (e.g. extended writing, collaborative oracy, data interpretation), verified by work scrutiny and assessment evidence.	

Pupil voice and learning walks will show that <b>many pupils</b> can confidently explain how they are developing and applying key skills across different subjects.		<b>Most pupils</b> in Years 2–9 will articulate the purpose and application of key skills in subject contexts during learning conversations.		Pupil voice will confirm that <b>nearly all learners</b> can discuss their skill development using school language (e.g. Eginu, Tyfu, Blodeuo, Ffynnu) and identify what they need to do to improve further	

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RAG	Actions	Who	By when	Success Criteria	Quality Assurance/Evidence	Resources/Budget	LEA Support
	<p>DOL's Cynnod Cynradd and their teams to identify the aspect of the cross curricular skill to focus on termly and then progressively plan for that skill area.</p> <p><b>Own AOLE focus:</b></p> <p>Llythrenedd focus: Mynegibarn (voicing an opinion)</p> <p>Literacy focus: ABC talk?</p> <p>Numeracy focus: Financial literacy/UNPACK in collaboration with Bro Caereinion</p> <p>DC focus:</p> <p>Skills coordinators to oversee the planning for their cross curricular skill area.</p>	All staff	<p>December 2025.</p> <p>New focus areas set for Spring term based on self evaluation</p>	<p>2.1: Most teachers (≥90%) across all key stages plan for and implement progressive literacy, numeracy, digital and oracy skills within their schemes of learning and lesson delivery, as evidenced through planning scrutiny and pupil work samples.</p> <p>2.4: All AoLEs produce and use progressive skill maps that are aligned with the Curriculum for Wales progression steps and incorporate local and national initiatives (e.g. RADY, Cymraeg 2050, ALN Code), as evidenced in planning documentation and QA processes.</p>	<p>Planning to be shared with DoL/ SLT and within AoLEs.</p> <p>Looking at books</p> <p>Listening to learners</p> <p>Lesson observations</p> <p>Learning walks</p> <p>Informal drop ins/ open door</p>	<p>Cover costs – Uwchradd staff to observe Cynradd staff where necessary</p> <p>Time to train certain groups of staff, for example, in a particular writing style</p> <p>Cover costs for coordinators to visit Bro Caereinion and for BC staff to do return visits</p>	<p>Regular (1 day per half term) Support from Laura Evans (lit), Liz Evans (num), Rob Walters (DC),</p> <p>Llythrenedd DJ</p> <p>Humanities support – Fiona Thomas</p>
	All DoLs and skills coordinators will complete an initial “look at work” scrutiny for their AoLE during the W/B 24.11.25, with findings shared with SLT and teams and used to inform	DoLs	Dec 2025	2.3: Middle leaders across all AoLEs quality assure skill development in their subjects at least once per term and provide evaluative reports showing how planning, delivery and pupil outcomes in literacy, numeracy, oracy and digital	<p>Looking at books</p> <p>Listening to learners</p>	Time needed to train in order to share good practice	N/A

	spring term planning refinements.			competence have improved over time.			
	DoLs and skills coordinators to conduct pupil voice and learning walks and these will show that many pupils can confidently explain how they are developing and applying key skills across different subjects.	DoLs and skills coordinators	Dec 2025 in the first instance	<p>2.2: Nearly all pupils (<math>\geq 90\%</math>) across Years 2–9 can articulate how they are developing key skills in different subjects, using common language from whole-school strategies (e.g. Wal Dyfu, Talk Tactics, GELTE, VIPERS), as evidenced in pupil voice and learning walks.</p> <p>2.5: A majority of pupils (<math>\geq 60\%</math>) in Cyfnod Uwchradd demonstrate measurable progress in at least two cross-curricular skills (e.g. graphing, writing for audience, collaborative talk) between autumn and summer terms, as evidenced by pupil work scrutiny and standardised assessment tasks. Literacy/ Num need to decide on an area of focus for writing/ reading and listening and speaking (should have 3 Ein llais ni focuses from last term) so that this can be more specific also training for staff.</p>	<p>Looking at books</p> <p>Listening to learners</p> <p>Lesson observations</p> <p>Learning walks</p> <p>Informal drop ins/ open door</p>	Cover costs - Time needed to share good practice, possible drop ins/ observations and quality feedback to different teams	Possible support visit – where LEA officers work alongside DoLs and coordinators in looking at books followed by the same learners taking part in listening to learners.

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## Ysgol Llanfyllin SDP 2025-26 – Priority Areas

<b>Priority 3 - Cymraeg</b>	Increase the opportunities for all pupils to use Welsh in both formal and informal situations that aligns to the school's implementation plan for 'Cymraeg 2050'. ( <i>Cynllun Cyflawni'r Gymraeg - Welsh Language implementation Plan</i> ).
<b>Accountable Leader/SLT with responsibility</b>	DO (Accountable Leader) LLT, RHG
<b>Governor with responsibility</b>	Lynne Walters
<b>Rationale</b>	
<p>Estyn's core inspection and LEA support visits highlighted that opportunities for pupils to use Welsh in both formal lessons and informal contexts remain inconsistent, particularly in the English-medium stream. Few learners use Welsh spontaneously with staff or peers, and staff use of incidental Welsh is variable. This limits the development of pupils' confidence, fluency and cultural identity.</p> <p>Self-evaluation confirms that, where strong practice exists—such as in Expressive Arts, the Primary Phase and Criw Cymraeg-led activities—learners show enthusiasm and greater willingness to speak Welsh. However, these opportunities are not yet embedded across the curriculum or wider school life.</p> <p>The Welsh Government's <i>Cymraeg 2050</i> strategy and the 2024 Welsh Language Education Bill place clear expectations on schools to promote the everyday use of Welsh. Our own <i>Cynllun Cyflawni'r Gymraeg</i> outlines a strategic approach to strengthening the use of Welsh in all aspects of school life, including formal teaching, staff language modelling, pupil-led initiatives, and wider community engagement.</p> <p>This priority ensures all pupils are given frequent, progressive and meaningful opportunities to hear, speak and apply Welsh across all areas of learning and social interaction. It supports our goal to achieve the Siarter Iaith Silver Award in 2025–26 and aligns fully with the Powys WESP and national statutory expectations. Ultimately, this work will contribute to the wider aim of nurturing confident bilingual citizens who value and use Welsh as part of daily life.</p>	

Success Criteria
<b>3.1</b> By July 2026, nearly all staff will consistently model the use of incidental Welsh in lessons, form time, and around the school, contributing to a visibly bilingual culture across all phases (monitored via learning walks, staff survey, and pupil voice).
<b>3.2</b> By July 2026, most pupils (including those in the English-medium stream) will report increased confidence and regular use of spoken Welsh in both curriculum and informal contexts, as evidenced through pupil voice, Criw Cymraeg feedback, and listening to learners.
<b>3.3</b> By July 2026, all Areas of Learning and Experience (AoLEs) will have mapped, implemented and reviewed purposeful opportunities for learners to hear, speak and apply Welsh in subject-specific contexts, with evidence of progression in oracy and reading.
<b>3.4</b> By July 2026, the school will have achieved the <b>Siarter Iaith Gold Award</b> , demonstrating sustained pupil-led promotion of Welsh language use across the school.
<b>3.5</b> By July 2026, a wide and inclusive range of informal Welsh-language activities (e.g. lunchtime clubs, Urdd participation, pupil-led events) will be established and well-attended, with regular monitoring to evaluate pupil engagement and impact.

Milestones (Long term)					
December 2025		April 2026		July 2026	
Many staff use incidental Welsh consistently during lessons and form time, contributing to an increasingly bilingual environment in most areas of the school.		Most staff model incidental Welsh regularly and confidently across lessons, around the school, and during unstructured times.		Nearly all staff use incidental Welsh consistently and confidently in lessons and around the school, supporting a strongly bilingual culture.	
Criw Cymraeg has relaunched with clear visibility across the school and has led at least one high-profile whole-school Welsh language initiative.		Criw Cymraeg has delivered at least two pupil-led events or campaigns to promote Welsh usage, supported by staff champions.		A wide range of well-attended informal Welsh-language activities is embedded in the weekly offer, including Criw Cymraeg-led initiatives and Urdd participation.	
Most AoLE leads have begun mapping purposeful opportunities for learners to use Welsh in subject-specific		Most AoLEs have embedded at least one progressive, purposeful opportunity for pupils to use Welsh		All AoLEs have implemented and reviewed mapped Welsh language opportunities, with most demonstrating	

contexts, with pilot activities trialled in several curriculum areas.		within their subject planning, particularly for oracy.		progression in pupil oracy, reading or informal use of Welsh.	
<p>Many pupils participate in informal Welsh-language activities, including clubs and lunchtime sessions, with increased engagement noted among English-medium learners.</p> <p>Pupil voice activities show that many learners feel more confident hearing and responding to Welsh in day-to-day school life.</p>		<p>Most pupils report increased opportunities to use Welsh in both formal and informal contexts, and many say they now use Welsh more confidently with peers and adults.</p> <p>The school is actively progressing toward the Siarter Iaith Gold Award with positive feedback from self-assessment and Local Authority support visits.</p>		<p>Nearly all pupils engage in purposeful opportunities to use Welsh in formal lessons and informal situations, with most confident using the language with staff and peers.</p> <p>The school has achieved the <b>Siarter Iaith Gold Award</b>, evidencing consistent and pupil-led promotion of the Welsh language across the school.</p>	

RAG	Actions	Who	By when	Success Criteria	Quality Assurance/Evidence	Resources/Budget	LEA Support
	Appoint an internal candidate to take up the role of Swyddog y Gymraeg for the 2025–26 academic year. (TLR3)	DO & GB	October 2025	Nearly all pupils engage in purposeful opportunities to use Welsh in formal lessons and informal situations, with most confident using the language with staff and peers.	Completed surveys, learning walk records, baseline report.	Grant funding form <i>GRANT Y GYMRAEG MEWN ADDYSG 2025-26</i>	Uwch swyddog y Gymraeg Mewn Addysg / Senior Welsh in Education Officer (Gwenan Hughes)
	Complete ‘Cynllun Cyflawni y Gymraeg’ Ysgol Llanfyllin’	DO, RHG, LLT & link Gov	Sept 22 <sup>nd</sup> , 2025	Plan is completed, approved by the LEA and adopted by the GB	SIA QA of the plan, curriculum mapping	Staff time	Delyth Jones (SIA) input and QA of the plan
	Ysgol Llanfyllin Governing Body to fully adopt the ‘Cynllun Cyflawni’	Full GB	October 2 <sup>nd</sup> , 2025	All members of the GB fully understand their responsibility in following the plan	PP&C Sub Committee to review progress on a half termly basis	Minimal – staff time	Support from Delyth Jones (SIA) within GB meetings
	Audit current use of Welsh (formal and informal) across school via staff survey, learner voice and learning walks.	RG, LIT, AR	October 2025	Baseline established to inform actions; staff and pupil confidence mapped.	Completed surveys, learning walk records, baseline report.	Minimal – staff time	Uwch swyddog y Gymraeg Mewn Addysg / Senior Welsh in Education Officer (Gwenan Hughes)
	Launch weekly ‘Incidental Welsh’ focus for staff with shared phrase banks	Swyddog y Gymraeg, DO	November 2025	Many staff using agreed incidental Welsh phrases daily.	Learning walk evidence, staff feedback, classroom displays.	Printing; shared drive updates	Support with language resources

	and classroom displays.						
	Criw Cymraeg to lead two pupil-led campaigns (e.g. badge schemes, quiz events, Welsh Week).	Swyddog y Gymraeg, Criw Cymraeg	March 2026	Increased pupil engagement and visibility of Welsh around the school.	Pupil voice, photos, campaign materials.	£150 for materials and rewards	N/A
	All AoLEs to implement and review at least one purposeful Welsh language opportunity within their curriculum offer.	AoLE Leads, monitored by LLT	April 2026	All AoLEs embedding subject-specific Welsh; most pupils using Welsh confidently in context.	AoLE Mid Term Plans, Schemes of learning, lesson observations, learner voice.	Internal CPD time	Curriculum advisory support
	Submit Siarter Iaith Gold Award evidence portfolio for external verification.	Swyddog y Gymraeg, Criw Cymraeg, DO, RG	July 2026	School achieves Siarter Iaith Gold Award.	Verified award, portfolio submitted.	£100 portfolio and celebration	Support with self-evaluation and submission

## Ysgol Llanfyllin SDP 2024-25 – Priority Areas

<b>Priority 4 - Behaviour</b>	Embed the consistent implementation of agreed behaviour strategies by all staff to secure a positive learning environment and improve pupils' attitudes to learning.
<b>Accountable Leader/SLT with responsibility</b>	JG (Accountable Leader) DO, LLT, AJ KB – Keith Bates, Adele Bates Education
<b>Governor with responsibility</b>	TBC
<p><b>Rationale</b> The school's self-evaluation and external monitoring confirm that where staff apply agreed behaviour strategies consistently, pupils demonstrate improved engagement, stronger relationships with staff, and more positive attitudes to learning. The behaviour policy, based on Paul Dix principles such as 'Meet and Greet', the 30-second script, recognition boards, and ClassCharts, is already embedded in many areas but remains inconsistently applied in some lessons and social spaces.</p> <p>To strengthen this work, the school is undertaking a behaviour improvement programme with <b>Adele Bates Education</b> during 2025–26. This national consultancy specialises in relational and trauma-informed practice and will support us through a whole-school behaviour review, staff training, and strategic coaching. A key aspect of this project includes reviewing our <b>pastoral staffing structure</b> to ensure clarity of roles and consistent support for learners.</p> <p>Alongside this, the <b>role of the form tutor</b> will be redefined to enhance relationships, promote pupil well-being, and ensure that key adults play an active role in monitoring behaviour and engagement. These changes aim to secure a culture where all staff have high expectations, implement the school's routines and strategies with fidelity, and confidently use restorative approaches to repair and rebuild relationships.</p> <p>This work is essential to maintaining a calm, safe and inclusive learning environment where all pupils can thrive, particularly those who may be vulnerable or at risk of disengagement.</p>	

**Success Criteria**

<b>4.1</b> By <b>December 2025</b> , all staff consistently implement the school's core behaviour strategies (e.g., 'Meet and Greet', 30-second script, recognition boards, ClassCharts). SLT and DoL QA activities (learning walks, lesson visits, and incident logs) show significantly reduced variation in expectations and practice across all areas.
<b>4.2</b> By <b>February 2026</b> , analysis of ClassCharts data shows a measurable reduction in negative incidents (minimum 20%) and an increase in positive recognition points across most AoLEs, with evidence of narrowing variation between key stages and departments.
<b>4.3</b> By <b>March 2026</b> , pupil voice surveys and focus groups show that most learners feel behaviour is managed fairly and consistently and that relationships with staff contribute positively to their engagement and well-being.
<b>4.4</b> By <b>Easter 2026</b> , all teaching and pastoral staff have received bespoke CPD through the Adele Bates programme, with follow-up evaluations and line management reviews evidencing increased staff confidence and competence in using relational and restorative strategies.
<b>4.5</b> By <b>May 2026</b> , the review of the <b>pastoral staffing structure</b> and <b>form tutor role</b> has been completed, with revised roles implemented. Impact is evidenced through improved pupil engagement data, increased attendance for key groups, and strengthened tutor-pupil relationships as reported in QA activities.

Milestones (Long term)					
December 2025		April 2026		July 2026	
Completed training on relational and restorative approaches for all staff		Monitoring activities demonstrate impact on consistency of staff practice		Evaluations and structured feedback demonstrate an improved consistency of practice which impacts on behaviour measures illustrated in success criteria.	
Completed document articulating the role of the form tutor in relation to behaviour		Monitoring activities demonstrate impact on consistency of staff practice		Evaluations and structured feedback demonstrate improved consistency in practice of form tutors being the key person in a student's school experience.  Greater knowledge and engagement in the behavioural performance of students by form tutors.	
Clear understanding of the standard of practice of form tutor role in relation to behaviour.		Monitoring activities demonstrate impact on consistency of staff practice		Evaluations and structured feedback demonstrate improved consistency in practice of form tutors being the key person in a student's school experience.  Greater knowledge and engagement in the behavioural performance of students by form tutors.	

RAG	Actions	Who	By when	Success Criteria	Quality Assurance/Evidence	Resources/Budget	LEA Support
	Training on the fundamental elements to work with challenging behaviour	KB/JG	April 2026	Staff demonstrate through practice a higher quality of practice in responding to challenging behaviour than at the beginning of the year.	Monitoring activities to ensure relational and restorative practice are being used. Approximately every half term.  Feedback from cross party working group	Approx 2 hour of whole staff training	ABE
	Whole staff training on relational and restorative practice.	KB/JG	April 2026	Staff demonstrate through practice more consistent relational and restorative practice	Monitoring activities to ensure relational and restorative practice are being used. Approximately every half term.  Feedback from cross party working group  Structured conversations with staff and students	Approx 2 hours of whole staff training	ABE
	Further groups of staff to work with KB individually or in small groups on specific areas of training as identified by SLT	KB/SLT	TBC	Those staff demonstrate more consistent and higher quality practice around behaviour than at the beginning of the year.	Monitoring activities to ensure relational and restorative practice are being used. Approximately every half term. Feedback from cross party working group	Up to approx 15 hours of staff time as identified by SLT	ABE
	Stakeholder conversations on current perceptions of the role of the form tutor.	KB/JG	Nov 2025	Clear picture of how these roles are perceived by staff at the start of the year	Feedback from structured conversations with staff including cross party group.	Approx 2 hours of relevant staff time	ABE
	Refine a clear and transparent set of principles articulates the	KB/JG	Dec 2025	A clear written articulation of the roles of form and tutor and subject teacher in relation to behaviour	An effective document that articulates clearly the role of the form tutor in relation to behaviour.	Approx 2 hours of relevant staff time	ABE

	role of the form tutor in regard to behaviour.						
	Review systems and practice to see how far apart the role of the form tutor is now from where the school wants it to be.	KB/JG	Jan 2026	An accurate picture of how system and practice happen now.	Monitoring activities and feedback from structured conversations including cross party working group.	2-hour observation and review	ABE
	Training on the importance of the form tutor in building relationships with staff	KB	Feb 2026	Staff have a unified understanding of how 'ownership' of behaviour is central is central to working with behaviour	Monitoring activities and feedback from structured conversations including cross party working group.	Approx 1-2 training for all teachers	ABE
	Monitoring activities to ensure the roles are being used as has been articulated	KB/JG	July 2026	Evidence of greater consistency in how these roles are fulfilled by staff	Every half term 2 hours of observation and review	Every half term 2 hours of observation and review	ABE
	Evaluation of whether these roles are more consistently involved in behaviour across the school	KB/JG	July 2026	Evidence of more embedded consistency in the practice of these roles in relation to behaviour.	Structured conversations with staff and students Cross party group articulates greater consistency	Approx 2 hours of relevant staff time every term	ABE

## 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%
Cyfnod 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
<b>1. Staff Briefings</b> 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	Prty 1–4
<b>2. Training Bites:</b> 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	Prty 1–4
<b>3. Bespoke CPD on Lesson Planning &amp; Class Charts:</b> Supporting consistent implementation of school lesson format, CTG activities, differentiation and behaviour routines.	DoLs & SLT	Prty 1 Act 1.4; Prty 4 SC 4.1–4.3
<b>4. Peer-led CPD / Instructional Coaching:</b> 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	Prty 1–4
<b>5. Curriculum Collaboration – LLC &amp; Languages:</b> Sharing the impact of Schemes of Learning in English, Cymraeg, French. Disseminate approaches to literacy and bilingual pedagogy across AoLEs.	Prep time, Supply cover	Prty 1 & 2
<b>6. Governor Training – Book Scrutinies &amp; Wall Trawls:</b> Governors trained in evaluating pupils' work and learning environments to strengthen accountability and self-evaluation.	External SIA input, SLT support	Prty 1 Tgt 7.3
<b>7. Governor Training – Behaviour &amp; ALN:</b> Focused sessions on the Adele Bates behaviour project and the ALNET Act (IDPs, pupil voice, rights-based approach).	External partners, ALNCo, Pastoral Leaders	Prty 4; Prty 2 SC 2.3

<b>8. Welsh Language CPD – Cynllun Clonc &amp; Ein Llais Ni:</b> 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	Prty 3 Act 3.4
<b>9. School-to-School Collaboration:</b> 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	Prty 3 & 1
<b>10. Literacy &amp; Skills CPD:</b> 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)	Prty 2
<b>11. ALN Professional Learning:</b> 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	Prty 1 & 2
<b>12. Behaviour CPD – Adele Bates Programme:</b> 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	Prty 4
<b>13. Leadership Development for DoLs &amp; Middle Leaders:</b> Self-evaluation for improvement, effective use of data, leading AoLE teams, and coaching.	6 days Lead SIA input	Prty 1 & 2
<b>14. Pupil Voice &amp; Global Citizenship CPD:</b> Training staff to embed Cyngor yr Ysgol input, RADY strategies, and global citizenship work (with Gareth Owen).	External facilitators, staff time	Prty 2 & 3

## Working with the community:

Community Engagement Commitment	Linked Whole-School Priority	Benefiting / Collaborating Groups
Develop and maintain school/community <b>mountain bike tracks</b> 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 <b>Gareth Owen</b> (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)
<b>Year 10 work experience</b> 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 <b>Diwrnod Shwmae Su’mai</b> (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)
<b>School concerts</b> 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)
<b>Canolfan Teulu outreach work</b> 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 <b>local heritage sites</b> (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 <b>weekly briefings</b> ; Network Manager to record; Admin to distribute via Teams/email.	NIL	Prty 1–4	25/26
2	Leaders' time to prepare <b>Training Bites</b> ; 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 <b>planning, AfL, ClassCharts, and use of Wal Dyfu</b> .	NIL	Prty 1 (Tgt 1.3, 1.4) & Prty 4 (SC 4.3)	Term 1 & ongoing
4	Accountable Leader with Network Manager to refine <b>data capture forms/analysis systems</b> for QA, IDPs, audits and ALN compliance (per ALNET Act 2018).	NIL	Prty 1,2,3,4	Term 1
5	Time for <b>peer coaching/mentoring</b> : 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 <b>Schemes of Learning</b> and contribute to <b>Cymraeg 2050/Welsh Delivery Plan</b> actions.	Supply	Prty 3 (Welsh Lang.)	25/26
7	<b>Governor training</b> (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	<b>Adele Bates Behaviour Review</b> 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 <b>progression in literacy, numeracy, digital competence, and oracy</b> ; co-construction of progression frameworks.	NIL	Prty 2	25/26
10	Support for <b>Criw Cymraeg &amp; Siarter Iaith initiatives</b> (training, resources, community engagement).	Small supply/cluster fund	Prty 3	25/26
11	CPD and time for staff to align <b>Individual Development Plans (IDPs)</b> with ALN Code (2021) and ALNET Act (2018).	Supply/LA support	Prty 1 & 2	25/26
12	Ongoing LA/GWE support for <b>Ein Llais Ni / Voice 21 oracy project</b> , 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 <b>joint QA/self-evaluation cycles</b> 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. <b>Address the shortcomings in teaching</b> to improve pupils' learning and progress.					Yes
2. <b>Improve the planning for the progressive development of pupils' skills</b> (literacy, numeracy, digital competence, and oracy).					Yes
3. <b>Refine self-evaluation processes</b> to focus precisely on the impact of teaching on pupils' progress.					No
4. <b>Ensure that staff implement behaviour strategies consistently</b> to secure a positive learning environment.					Yes

<p>5. <b>Increase the range of opportunities for learners to practise their Welsh language skills</b> progressively in both formal and informal situations, aligned with <i>Cymraeg 2050</i> and the school’s Welsh Language Delivery Plan</p>					<p>Yes</p>
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