

Ysgol Llanfyllin: School Development Plan (SDP) Executive Summary 2026–2027

Target Audience: School Governors, Parents, and Carers | **Headteacher:** Mr. Dewi Owen | **Framework Alignment:** Welsh Government Curriculum for Wales, Estyn Strategic Focus, & ALNET Act 2018

Executive Context & Vision: Ysgol Llanfyllin is committed to providing high-quality, inclusive, all-age education across both Cyfnod Cynradd (Primary) and Cyfnod Uwchradd (Secondary) phases. This summary outlines our core Strategic Improvement Priorities for 2026–27, designed in response to internal self-evaluation, Support Visit reviews, and Estyn recommendations. Our primary goal is to foster high standards, equity, and bilingual fluency, ensuring every pupil reaches their full potential in a safe, supportive environment.

1. National Policy Context & Alignment

Our SDP directly integrates national priorities established by the Welsh Government and Estyn:

- Welsh Government "Our National Mission":** Focuses on high standards and tackling the link between poverty and educational attainment through *Learning for Life*, *Breaking Down Barriers*, and *Cymraeg Belongs to Us All*.
- Welsh Language and Education (Wales) Act 2025:** Setting statutory targets for Welsh-medium education (30% of pupils by 2031; 40% by 2050).
- Estyn Strategic Focus:** Prioritising literacy, numeracy, digital skills, equity for vulnerable learners (ALN & eFSM), and robust attendance/safeguarding frameworks.

2. Core School Improvement Priorities 2026–2027

Priority Area	Key Strategic Objectives	Expected Outcomes & Impact
Priority 1: Teaching & Learning <i>(Accountable Lead: R. Roberts)</i>	● Embed consistently high-quality teaching across primary and secondary phases. ● Enhance transition planning between Y3–Y8 (especially in Humanities and Science). ● Implement structured questioning (ABC Talk / Ein Llais Ni) and refined differentiation for ALN and eFSM learners. ● Embed regular 'Close the Gap' (CTG) feedback routines.	● All pupil groups make strong, sustained progress from baseline starting points. ● Enhanced critical thinking, oracy, and independent learning skills across all stream pathways. ● Consistent quality of written feedback enabling pupils to actively improve their work.
Priority 2: Cross-Curricular Skills <i>(Accountable Lead: A. Roberts)</i>	● Strengthen strategic planning and delivery of Literacy, Numeracy, and Digital Competence. ● Establish a whole-school reading for pleasure culture and library enhancement. ● Develop data handling skills (using the "Green Triangle" framework) in numeracy-rich AoLEs. ● Develop 'Progression in Presentations' (PS1–PS5) and Google Sites skills hub in collaboration with cluster schools.	● Nearly all pupils make progressive gains in vocabulary, reading fluency, and comprehension. ● Consistent, authentic application of numeracy and data interpretation in Science/Humanities. ● Pupils demonstrate strong digital presentation design principles and data literacy.
Priority 3: Cymraeg & Identity <i>(Accountable Lead: D. Owen)</i>	● Embed a coherent whole-school approach to Welsh in formal and informal settings. ● Achieve Siarter Iaith and Cymraeg Campus accreditations across both streams. ● Increase pupil confidence, oracy, and spontaneous use of Welsh. ● Deliver the Cynllun Cyflawni'r Gymraeg in preparation for expanded Welsh-medium provision (Sept 2027).	● At least 80% of staff consistently model incidental Welsh across all school areas. ● At least 60% of sampled pupils sustain age-appropriate Welsh conversations; 30% initiate interactions independently. ● Formal accreditation targets (Bronze/Silver/Gold pathways) secured.
Priority 4: Attendance & Wellbeing <i>(Accountable Lead: J. Graham)</i>	● Increase whole-school attendance from 89.4% to at least 91.5%. ● Reduce persistent absenteeism by 20% across all phases. ● Establish weekly Attendance Panels and a graduated intervention pathway (Early Help, TAF). ● Address Emotionally Based School Avoidance (EBSA), sleep hygiene, exam stress, and KS3 relational practice.	● Substantial reduction in attendance gaps for vulnerable learners (ALN, FSM, CLA). ● Improved pupil engagement, mental wellbeing, and readiness to learn. ● Strengthened parental partnerships and faster first-day absence response rates.

3. Key Academic Year Milestones (2026–2027)

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December 2026 (Autumn Milestone): Whole-school attendance reaches 90.0%; baseline audits for Cymraeg accreditation completed; writing/reading baseline audits finalized; initial T&L group reviews on ABC questioning delivered.
- **April 2027 (Spring Milestone):** Whole-school attendance reaches 90.8%; persistent absence down by 10%; cross-phase collaborative skill projects live on Google Sites; Siarter Iaith mid-year targets verified.
- **July 2027 (Summer Milestone):** Whole-school attendance reaches target of 91.5% (persistent absence down 20%); 100% of AoLEs demonstrating progressive skills delivery; Siarter Iaith/Cymraeg Campus awards achieved/ready for validation.

4. Governance, Quality Assurance & Monitoring

To ensure total transparency and live accountability, the SDP follows strict quality assurance procedures:

- **Live Document & Version Control:** Formally updated termly (Versions 1.1, 2.1, 3.1) and reviewed weekly by the Senior Leadership Team (SLT).
- **Governing Body Oversight:** The SDP is a standing item on all Full Governing Body and Performance, Policy & Curriculum (PP&C) Committee agendas. Governors access live versions via the dedicated Teams repository.
- **RAG Rating System:** Red (No action started), Amber (<50% completed), Yellow (>50% completed with initial evaluation), and Green (Completed and outcome evaluated).
- **Triangulation & Verification:** Progress is rigorously verified using first-hand evidence: lesson observations, learning walks, book scrutinies, pupil voice panels, and Local Authority (SIA) external validation.