

# LLANFAES SCHOOL

## SCHOOL DEVELOPMENT PLAN 2025-2026

### Our School Vision and Values

**A Bridge to Learning**  
Llanfaes CP School  
Pont at Ddysgu

# Ysgol Llanfaes A Bridge to Learning

**Our school is a place to be ourselves - lle i bawb i fod ei hun.**  
Strong collaboration with all stakeholders has helped us shape our vision and curriculum. This is central to who we are.

### Our Vision & Values

Llanfaes Bridge symbolises our school's vision. We are on a continuous learning pathway, preparing for the next steps in our learning, anchored in our Welsh culture, tradition and locality. Collaboratively we create a safe, happy environment where everyone can be themselves and develop the skills to enable them to learn and grow.

Cynnefin

## Llanfaes Primary School

Timeline	Date	Staff Members and GB
Planning	June/July/Sept 2025	All staff members and GB
Reviewing	Dec 2025	All staff members and GB
Reviewing	March 2026	All staff members and GB

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### Contextual Information

<b>Current National Category</b>	1	A
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## Llanfaes Primary School

### Strategic Overview 2025-2026

<b>Workforce Planning: number of fte TEACHERS</b>	7.6	
<b>Workforce Planning: number of fte SUPPORT STAFF</b>	Foundation Learning : 3	
	Key Stage 2 : 5 (includes 1:1 staff, 1 x 0.5 HWB support, 1 x 0.5 intervention)	

### Grant Finance 2024-2025

Source of Funding	Purpose	Sum
LAEG School Standards	Ensure each pupil profits from excellent teaching and learning, focusing on <ul style="list-style-type: none"> <li>• Improving Literacy</li> <li>• Improving Numeracy</li> <li>• Breaking the link between disadvantage and educational attainment</li> </ul>	£82019
LAEG Equity (PDG)	Breaking the link between disadvantage and educational attainment	£18400
LAEG Equity (EYPDG)	Breaking the link between disadvantage and educational attainment in Early Years	£7600
LAEG Reform Professional Learning	Provide professional learning to embed CfW Provide professional learning to address Estyn recommendations	£3946
LAEG Reform ALN Implementation	Provide professional support to implement the ALN Code	£4704

## Llanfaes Primary School

2025-2026	Reception	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Total
Eligible for Free School Meals	0	5	4	6	1	6	2	24
Early Help Children	0	1	0	2	1	0	1	6
Children Looked After	0	0	0	0	0	0	0	0
English as an Additional Language	0	0	0	0	0	0	0	0
Number of latecomers to Welsh	0	0	0	0	0	0	0	0
Additional Learning Needs								
ALP/SCHOOL IDP	0	0	0	3	3	1	2	9
ULP	0	4	8	8	8	12	7	47
LA IDP	0	0	0	0	0	0	0	0

### Progress since the Last Inspection

<b>Date of Last Inspection:</b> March 2025			<b>Subsequent Monitoring:</b> None
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### RECOMMENDATION

## Llanfaes Primary School

<b>Recommendation</b>				
<b>Definition</b>				
R1 – Ensure that the quality and effectiveness of teaching is consistent across the school				
R2: : Improve pupils' Welsh oracy skills				

### School and Governing Body appraisal of the progress with 2024/2025 priorities

	<b>Very Good Progress</b>	<b>Strong Progress</b>	<b>Satisfactory Progress</b>	<b>Limited Progress</b>
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**Priority 1 CfW Principles of Progression and Learner Effectiveness across the AOLEs**

<p><b>Milestone 1.</b>  Cluster Inset for all staff on Principles of Progression and learner effectiveness. Useful sessions as staff also met in joint year groups as well as AOLEs to establish collaboratively agendas for future meetings.  Joint monitoring of spelling and handwriting (Sept 24) to ensure progression across the school.  AOLE leads have used @teb tool to identify 3 key targets for their area this year. These form an action plan for AOLEs.  AOLE Leads – leadership sessions W/C Oct 7<sup>th</sup>.</p> <p><b>Milestone 2</b>  Staff have commenced attending cluster AOLE meetings (Humanities/HWB/Expressive Arts)  Teaching staff across the school visited Llanidloes to look at various aspects of pedagogy. Ideas were shared with all staff and some aspects eg foundation phase areas have been adopted.  KL and CN attended the Powys led ‘Expanding Horizons’ at Ysgol Golwyg y Cwm. This focused on well being and provision for all. Outcomes have been introduction of TIS towers, Busy Boxes, tracking system amended.  CN and DE visited Llangattock to look at ‘Bump it Up Walls’ an AfL strategy to support learners independently refining and improving their work. Both year groups are currently trialling this approach.  Collaborative planning sessions have continued. These are having a noticeable impact on the development of whole school understanding and agreement re progression in all AOLEs.  CN/KL/MP have attended two cluster sessions with Y5,6,7,8 staff from all schools. The focus has been on establishing professional working relationships and a shared understanding of each others pedagogy. Co constructed rationales and protocols for visits to each others classes have been agreed. Visits to commence this term.  KL and AM continue to attend WG Curriculum and Assesment working group developing understanding of how to assess across the curriculum effectively.  All staff attended Enabling Learning training all staff with Powys FP – this impacted positively on pedagogy and awareness of the principles of the approach which includes providing an enabling environment, being involved in children’s play and acting in the moment to create curiosity and lead learning.  AoLE visions displayed in foyer and on Amser Penigamp boards (ks2). Also shared with all pupils in assembly and with all parents.</p> <p><b>Milestone 3</b>  It has not been possible to for TA and teaching staff to visit our link cluster school (BHS). However, as part of the Y5,6,7,8 cluster working, Mrs Purnell has commenced visits to schools in the cluster with a focus on pedagogy, learner effectiveness across AoLEs and progression.</p>				<p>If targets were not reached, then a short statement should be included on the reason for this, and an outline of any remedial steps to be taken. This statement should not include any reference (direct or indirect) to individual members of staff.</p>
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## Llanfaes Primary School

### SDP Priority 2 – To develop whole school understanding of requirements of DCF and implement a progressive curriculum

**Milestone 1**

Rob Walters delivered DCF training (27/09/24) on presenting and producing packages available, with emphasis on progression in skills. Staff now planning these in collaborative planning sessions and monitoring of skill use, progression and standards will be carried out during the year.

Listening to learners undertaken jointly (DE and RW) established baseline of DCF skills across school. This will be revisited in Summer Term. Action plan for development of progressive DCF skills established.

DCF lead – Mr Evans – attended cluster sessions. Workshop event for

**Milestone 2**

In house training from Rob Walters (6/1/25) on data and computational thinking. Effective as staff agreed a better understanding of requirements of DCF for this strand and ideas to implement.

Collaborative planning session ensured DCF progressive skills planned for.

**Milestone 3**

Rob Walters provided training to all teaching staff (2 sessions) on coding. Cluster equipment has been used eg Lego Spike to develop this progressively. Impact on staff skills has been positive, with staff reporting that they feel more skilled. Pupils are making good progress, and being given the opportunity to use their skills to link to CfW.

Challenge is also included, eg y6 using Minecraft for coding which many children found thought-provoking.

Planning for Year A and B has been reviewed with DCF also progressively included.

### SDP Priority 3 – Ensure progress of groups of learners in writing across the school

**Milestone 1**

Mid term planning document reviewed (30/9/24) with all teaching staff to ensure progression in writing task.

Identified one genre across school (persuasive writing).

Monitoring of lower ability children via booklook and discussion with staff to assess support currently in place . (16/09/24)

KL and CN met with BR/AJ/STR/RG to establish provision resources for intervention group pupils and strategies to employ.

Intervention group established to support weakest learners in literacy and/or numeracy daily. Impact to be assessed.

Baseline of literacy and numeracy undertaken for children in Caban Dawel (intervention support room).

Reading workshop for Reception class provided by AM. Limited uptake, but positive response from those there.

Maths for parents workshops provided by WG funded provision. Very limited uptake.

**Milestone 2**

Long term planner reviewed to include genres of writing per term.

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<p>Intervention support group pupils reviewed (CN &amp; BR) to ensure appropriate tasks and progress. This showed that all of the pupils in group are making progress with literacy skills through targeted work. Initial feedback of Bump It Up walls shared (CN &amp; DE). Agreed to continue with trial for Summer Term. Alyson Davies and Marcelle Davies (Powys) supported BR and CN regarding provision in Caban Dawel. Some amendments made to organisation and tasks to ensure best outcomes for pupils. Impact assessments completed using summative data which indicated that all pupils having supported had improved there baseline SS in literacy.</p> <p><b>Milestone 3</b> Clarity of genres of writing have been clearly mapped out across Year A and B planning, ensuring consistency and progression in learning.</p>				
<b>SDP Priority 4- Cluster Priority To develop CfW via effective, sustainable cluster working.</b>				
<p>Meeting frequencies set for cluster working group, DCF, ALNCo and Criw Cymraeg. Staff attending and feeding back as necessary. Cluster Inset for all staff on Principles of Progression and learner effectiveness. Useful sessions as staff also met in joint year groups as well as AOLEs to establish collaboratively agendas for future meetings.</p> <p><b>Milestone 2</b> AOLE network meetings commenced (Humanities/HWB/Expressive arts) Focus on progression. Y5/6/7/8 staff have met, agreed rationales and protocols for visits to each other. Discussed need for better consistency and understanding of progression and pedagogy to enable smoother transition. Cluster wide activities diarised eg March 3<sup>rd</sup> St David's Parade, Criw Cymraeg pupils cluster meeting, DCF sharing of practice with pupils.</p> <p><b>Milestone 3</b> Powys/MWEP network meetings have commenced – agendas considered carefully to see if they are relevant to our needs as a school currently before attending. Y5,6,7,8 sharing daily practice visits commenced. MP has attended 3 so far (Priory, Pontsenni, YYB). The purpose is to develop the professional network across the cluster, discuss different pedagogies, approaches to CfW and to consider aspects of progression. These visits are on going.</p>				

### Three-Year Priorities 2024 – 2027

	<b><u>IA1- Learning &amp;</u></b>	<b><u>IA2 – Well being, care,</u></b>	<b><u>IA3- Leading and improving</u></b>
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## Llanfaes Primary School

	<u>Teaching</u>	<u>support and guidance</u>	
<b>2025-2026</b> (high level priorities)	<p>Priority 1 – Develop and ensure consistency in pedagogy across the school</p> <p>Priority 2 – Develop use of extended Welsh oracy</p> <p>Priority 3 – Develop and embed leadership systems across the school</p> <p>Priority 4 – Cluster collaboration to embed shared understanding of progression</p>	<p>Embed use of whole school tracker to identify progress in learners and provision mapping.</p> <p>ALN – embed use of Tyfu and Code of Practice</p> <p>Embed and monitor the provision of Wellbeing support in the HWB</p>	<p>Redefine roles of SLT and redistribute some CfW roles</p> <p>Develop and embed leadership role of new headteacher and acting deputy headteacher</p> <p>Develop and embed leadership roles of all teaching staff to ensure accountability across the school</p> <p>ET – embed role as senior mentor for students and NQT</p> <p>Embed AOLE lead role including monitoring of learning and teaching using the @teb tool</p> <p>Priority 4 – Cluster collaboration focus principles of progression and assessment.</p> <p>Facilitate required visits to school to share Estyn highlighted practice.</p>
<b>2026- 2027</b>	CfW requirements for learning embedded Priorities based on teacher assessment, pupil voice, monitoring outcomes, SWOT, on going SDP reviews/WNT/internal testing/CATs	<p>Maintain flexibility in approach to staff and pupil well-being</p> <p>Amend practice in line with new curriculum</p>	Review Ysgol Llanaes overview, concentrating on learning experiences for all pupils.
<b>2027-2028</b>	CfW requirements for learning embedded Priorities based on teacher assessment, pupil voice, monitoring outcomes, SWOT, on going SDP reviews/WNT/internal testing/CATs	<p>Maintain flexibility in approach to staff and pupil well-being</p> <p>Amend practice in line with new curriculum</p>	<p>Review Ysgol Llanaes overview, concentrating on learning experiences for all pupils. Develop cluster working approach.</p> <p>Ensure equity of roles and responsibilities.</p>

<b>Priority 1:</b> Ensure that the quality and effectiveness of teaching is consistent across the school (R1)		<b>Related to the Post Estyn Inspection Plan: Yes</b>
<b>IA1</b>		
<b>Internal Accountability: CN/All staff</b>	Rationale	<b>Success criteria in terms of standards or quality:</b>
<b>Accountability to the Governing Body: (via HT report) CN</b>	<ul style="list-style-type: none"> <li>- Estyn recommendation March 25</li> <li>- Collaborative monitoring with SIA – inconsistency in peer assessment</li> </ul>	
		<ul style="list-style-type: none"> <li>- Increased understanding by staff of effective pedagogy</li> <li>- Learners can identify how they use peer assessment to improve their learning</li> <li>- Through book views pupils can identify how the use increased use of peer assessment across the curriculum is having an impact on their learning</li> </ul>

## Llanfaes Primary School

- Ambition and expectation levels to be equalised across the school.

Very good progress			Strong progress			Satisfactory progress			Limited progress		
Actions		Who?	Milestone Term 1		Milestone Term 2		Milestone Term 3		Professional Development Needs	Source of Finance and Cost	
1	<p>Define and agree key elements of effective teaching (pedagogy, planning, assessment)</p> <p>Develop a shared vision and expectations. Share with staff via CPD and documentation</p> <p>Develop peer mentoring and support to model best practice</p>	<p>Whole staff</p> <p>SLT and all staff</p>	<p>Revisit Learning and Teaching Policy - discuss as whole staff.</p> <p>Identify strengths in current pedagogy and areas to develop. Why is it effective and write shared action plan. Include the non-negotiables and consistency in AIL for classroom practice (October 25) All staff understand and can articulate what effective teaching looks like</p> <p>Listening to Learners - what makes a good learning lesson? Within this consider environments too.</p> <p>Develop 'Dr Ice' triads (by Oct half term) and identify focus for the Autumn Term ie "Bump it up" walls.</p>	<p>Monitor agreed action plan and non-negotiables are being developed/implemented (Feb 26)</p> <p>Listening to Learners -Are there developments from Autumn term?</p> <p>Conduct Dr Ice triad working. Identify focus for Spring term (Jan 26). Repeat during term to identify progress towards any agreed actions.</p>	<p>Monitor agreed action plan and non-negotiables are being implemented and embedded (May 26)</p> <p>Through "Triad" observations nearly all lessons have effective teaching, pace and challenge for the learners</p> <p>Listening to Learners - what makes a good learning lesson/consider environments too. Are there developments from Spring term?</p> <p>Review outcomes from Dr Ice triad working. What were strengths identified in pedagogy? What progress has been made linked to consistency?</p>	<p>Develop "Triad"" system for staff to work together to share teaching practices</p> <p>Visits to other schools - HT to contact SIA</p>	<p><b>LAEG Standards - £3000 - supply</b></p>				

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2	<p>Ensure impact on learning of pedagogy</p> <p>Implement a consistent monitoring cycle</p>	<p>All staff</p> <p>SLT, all staff and pupils</p>	<p>Re establish phase meetings with focus on sharing pedagogy eg shared planning of an upcoming learning session ie extended writing through use of "Bump it up" walls 29.9.25)</p> <p>Evaluate impact of pedagogy used on learning. (Half termly).</p> <p>Progression in skills</p> <p>Impact of feedback</p> <p>Quality of work.</p> <p>*Use a shared observation form</p> <p>Listening to learners - how do they think they are improving</p>	<p>Half termly phase meetings with focus on sharing pedagogy eg shared planning of an upcoming learning session.</p> <p>Evaluate impact of pedagogy used on learning. (Half termly)</p> <p>Progression in skills</p> <p>Impact of feedback</p> <p>Quality of work.</p> <p>*Use a shared observation form</p> <p>Listening to learners - how do they think they are improving - recall of prior learning to apply in different contexts</p>	<p>Half termly phase meetings with focus on sharing pedagogy eg shared planning of an upcoming learning session.</p> <p>Evaluate impact of pedagogy used on learning. (Half termly)</p> <p>Progression in skills</p> <p>Impact of feedback</p> <p>Quality of work.</p> <p>*Use a shared observation form</p> <p>Listening to learners - how do they think they are improving - recall of prior learning to apply in different contexts</p>	<p>Whole staff book look to ensure consistency across the school</p>	
3.	<p>Professional learning</p> <p>Strengthen induction for NQT's and new staff</p> <p>Share and celebrate good practice</p>	<p>All staff</p> <p>Induction Tutor SLT</p>	<p>Attend Cluster Inset Days (Sept/July)</p> <p>Research best practice</p> <p>Collaboration in house and with cluster schools. Attend cluster sharing of practice sessions Y5,6,7,8</p> <p>Organise visits to cluster schools/Powys schools/other to see effective pedagogy</p> <p>Introduce "Teaching Highlights" in staff meetings. Share what has gone well, made a difference to increase staff confidence and disseminate effective strategies.</p>	<p>Research best practice</p> <p>Collaboration in house and with cluster schools. Attend cluster sharing of practice sessions Y4,3,2</p> <p>"Teaching Highlights" in staff meetings</p>	<p>Attend Cluster Inset Days (Sept/July)</p> <p>Collaboration in house and with cluster schools</p> <p>Attend Powys/MWEP network sessions</p> <p>Attend cluster sharing of practice sessions Y1,R and 3+</p> <p>"Teaching Highlights" in staff meetings</p>		<p><b>LAEG -</b></p> <p><b>£1000 -</b></p> <p><b>supply</b></p>
4	<p>Engage governors in quality assurance</p>	<p>CN</p>	<p>Governing body to be updated termly via HT report.</p> <p>Involve link governors in learning walks and listening to learners.</p> <p>Governors understand strengths and areas for development in T&amp;L</p>	<p>Governing body to be updated termly via HT report.</p> <p>Involve link governors in learning walks/listening to learners.</p> <p>Governors understand strengths and areas for development in T&amp;L</p>	<p>Governing body to be updated termly via HT report.</p> <p>Involve link governors in learning walks/listening to learners)</p> <p>Governors understand strengths and areas for development in T&amp;L</p>		

### How can the wider community of the school enrich the priority?

In house working. School to school working, Collaborative working with cluster schools, use expertise and skills of people in the community

## Llanfaes Primary School

<b>Priority 2 : Improve pupils' Welsh oracy skills (R2)</b> <b>IA1</b>				<b>Related to the Post Estyn Inspection Plan: Yes</b>			
				<b>Success criteria in terms of standards or quality:</b> <ul style="list-style-type: none"> <li>- All <b>pupils</b> develop confidence in use of Welsh in lessons and incidentally</li> <li>- Raised expectations for all pupils to be encouraged to respond in Welsh outside of lessons</li> <li>- Strategies linked to Siarter Iaith developed and embedded across the school</li> <li>- Pupils use oracy skills more confidently as Welsh Scheme of work in Foundation Learning is incorporated more consistently into planning</li> <li>- Pupils use Welsh more confidently and consistently as a result of Professional learning undertaken by staff.</li> </ul>			
<b>Internal Accountability: CN/SLT/ all teaching and non teaching staff</b> <b>Accountability to the Governing Body: CN (via Ht report to Governors termly)</b>		<b>Rationale</b> <ul style="list-style-type: none"> <li>- Development of Welsh oracy skills identified in Estyn Inspection (March 25)</li> </ul>					
<b>Very good progress</b>		<b>Strong progress</b>		<b>Satisfactory progress</b>		<b>Limited progress</b>	
<b>Actions</b>		<b>Who?</b>	<b>Milestone Term 1</b>	<b>Milestone Term 2</b>	<b>Milestone Term 3</b>	<b>Professional Development Needs</b>	<b>Source of Finance and Cost</b>
1	<p><b>Develop staff understanding of requirements of Welsh teaching across the school</b></p> <p>Implement a consistent monitoring cycle of learning walks, book looks, lesson observations and pupil voice</p>	<p>All teaching staff</p> <p>CN and ET</p>	<p>Revisit Powys Welsh Scheme of work to establish elements to be planned Autumn term. FL classes to teach one lesson using scheme in addition to tric a clic and amend planning. SLT (ET and CC) to audit to ensure coverage (Nov 25) Listening to Learners to establish confidence and use of Welsh language orally (Oct 25). Outcomes to be a base line for monitoring (Debbie Cornelius to</p>	<p>Powys Welsh Scheme of work to establish which elements to be planned Spring term. ET as AOLE lead and Criw Cymraeg to monitor coverage of the scheme and carry out book look (Jan 2026) Listening to Learners to monitor and evaluate confidence and use of Welsh language orally. Is it being developed consistently across year groups.</p>	<p>Revisit Powys Welsh Scheme of work to establish which elements to be planned Summer term. .ET as AOLE lead to monitor coverage of the scheme and carry out book look. (April 26)  Listening to Learners to monitor and evaluate if confidence and use of Welsh language orally is being embedded across year groups.</p>	<p>Debbie Cornelius</p>	<p><b>LAEG - £1000</b></p>

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			listen to learners with ET (17.9.25)	Outcomes to be analysed compared to Autumn term to establish progress and areas for development	Outcomes to be analysed and compared to base line.		
2	Develop Welsh across the curriculum	ET with support from Debbie Cornelius  SLT	<p>Agree action plan for development of progressive Welsh skills in pupils using the Continium Iaith document (Staff meetings (Oct 25)</p> <p>Sgwrs y mis dialogue to be adopted across the school through Welsh assemblies. All teaching staff to attend.</p> <p>Each class to showcase Welsh in assembly once throughout the academic year.</p> <p>ET to organize a visit from a Welsh visitor</p> <p>Provide CPD to strengthen staff confidence (Debbie C to advise workshops)</p> <p>Engage parents and community with Welsh language - Caffi Cymraeg, Newsletters, Shwmae Day</p>	<p>Monitor implementation of action plan and agreed skills via joint monitoring listening to learners. (Feb 26)</p> <p>Staff consistently using phrases by end <b>Autumn</b>; pupil usage evident by end <b>Spring 26</b></p> <p>Welsh assemblies develop consistent oracy opportunities.</p> <p>Staff to attend workshops and courses to strengthen and develop confidence in Welsh Oracy</p> <p>Open morning/afternoon session for parents to attend to see tric a clic, Helpwr Heddiw/Welsh reading lesson</p>	<p>Joint monitoring via Listening to Learners to ascertain levels of Welsh confidently used across the school (May 26)</p> <p>Staff consistently embedding phrases by end <b>Spring</b>; pupil usage evident by end <b>Summer 26</b></p> <p>Compare outcome with Autumn term monitoring for impact. (June 26)</p> <p>Welsh assemblies embed consistent oracy opportunities.</p> <p>Staff to attend workshops and courses to strengthen and develop confidence in Welsh Oracy</p> <p>Open morning/afternoon session for parents to attend to see tric a clic, Helpwr Heddiw/Welsh reading lesson</p>	ET/CN to attend Welsh Pilot Scheme	<b>LAEG - £1000 - supply</b>
3	<p>Develop progression in pupil skills in Welsh oracy</p> <p>Develop a whole school welsh award system "Tocyn Iaith"</p>	All staff with support of ET	<p>Debbie Cornelius to carry out Listening to Learners (17.9.25) - Use as baseline to track and monitor progression of oracy skills</p> <p>Develop purposeful oracy opportunities in lessons (role-play, storytelling, debates, presentations). (Nov 25)</p> <p>All classes to follow "Cymraeg ar dy Dafod" (Sept 25)</p> <p>Differentiated Helpwr Heddiw resources to be used consistently across all classes as part of 10 minutes a day.</p>	<p>Monitor implementation of agreed skills via joint monitoring listening to learners. (April 26)</p> <p>Embed daily opportunities for using incidental welsh.</p> <p>Oracy activities to be recorded once a term and recorded on HWB (Digi ticket in books)</p> <p>Audit planning to ensure progression is built into learning activities (Feb/March 26)</p>	<p>Most pupils demonstrate improved confidence and fluency when speaking Welsh. (June 25)</p> <p>Joint monitoring via Listening to Learners to ascertain levels of Welsh confidently used across the school.</p> <p>Compare outcome with Autumn term monitoring for impact. (June 26)</p> <p>Audit planning to ensure progression is built into learning activities (Feb/March 26)</p>		

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4.	Inform GB	CN	Governing body to be updated termly via HT report. Involve link governors in learning walks and listening to learners.	Governing body to be updated termly via HT report. Involve link governors in learning walks and listening to learners.	Governing body to be updated termly via HT report. Involve link governors in learning walks and listening to learners.		-
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### How can the wider community of the school enrich the priority?

School to school working , use of Powys networks, cluster working, Support from Debbie Cornelius

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<b>Priority 3 : Priority 3 – Develop and embed leadership systems across the school</b>					<b>Related to the Post Estyn Inspection Plan: No</b>		
<b>IA 3</b>					<b>Success criteria in terms of standards or quality:</b> <ul style="list-style-type: none"> <li>- Headteacher is confident in different aspects of role</li> <li>- Acting headteacher is confident in different aspects of role</li> <li>- Clear job descriptions for all roles in place</li> <li>- Re positioned staff clear understanding of role</li> <li>- New staff supported and mentored to ensure high expectations of school maintained.</li> </ul>		
<b>Internal Accountability: KL/AM/SLT/ all teaching and non teaching staff</b> <b>Accountability to the Governing Body: KL</b>		<b>Rationale</b> <ul style="list-style-type: none"> <li>- Significant leadership changes due to new headteacher and acting headteacher</li> <li>- Reduced SLT capacity</li> <li>- Re positioning of some CfW roles due to staff changes</li> <li>- New staff employed (NQT and 2 TAs)</li> </ul>					
<b>Very good progress</b>		<b>Strong progress</b>		<b>Satisfactory progress</b>		<b>Limited progress</b>	
<b>Actions</b>		<b>Who?</b>	<b>Milestone Term 1</b>	<b>Milestone Term 2</b>	<b>Milestone Term 3</b>	<b>Professional Development Needs</b>	<b>Source of Finance and Cost</b>
<b>1</b>	Review roles and responsibilities for Headteacher, Acting Headteacher and SLT member	CN/SLT	Clarify roles and responsibilities for HT, ADH and SLT to ensure clear lines within system. Roles and responsibilities agreed and shared by <b>Nov 25</b> Share roles with all staff to ensure communication. CN to attend all cluster headteacher meetings, area	Review and monitor roles of HT, ADH and SLT. Identify what is working well and areas to clarify, if any.  Staff to be asked if roles are clear, what is working well and areas to develop to ensure	Review and monitor roles of HT, ADH and SLT. Identify what is working well and areas to clarify, if any. Ensure peoples skills are being utilised.  Clear leadership structure understood by all staff.		LAEG Standards – 6 x £210 = £1260

## Llanfaes Primary School

			heads and Powys meetings as part of professional learning. AM to attend half termly cluster deputy headteacher meetings as part of professional learning.	communication. Feedback to leadership meetings				
2	<p>Review and establish roles and responsibilities for all teaching staff.</p> <p>Review Job descriptions for Teachers and Teaching Assistants</p> <p>Develop and strengthen Pupil Voice/leadership</p>	<p>CN/SLT/teaching staff</p> <p>CN/SLT</p> <p>Teaching Staff</p>	<p>Clarify roles and responsibilities for all teaching staff to ensure clear lines within system. (Nov 25)</p> <p>Re allocate roles as required. Wider staff take responsibility for driving initiatives; ownership of SDP priorities evident. Ensure equity and fairness, Staff to liaise with revised link Governors and arrange one meeting to discuss area of responsibility to ensure understanding of Governor of development, standards and next steps.</p> <p>Share roles with all staff to ensure communication. Pupils to complete application forms. House Captains to be involved in the selection process (Sept 25)</p> <p>Pupil Voice groups to draw up an Action plan and agree on 3 targets for the year.</p>	<p>Review and monitor roles of teaching staff. Identify what is working well and areas to clarify, if any. Ensure peoples skills are being utilised.</p> <p>Staff to monitor and evaluate SDP priorities</p> <p>Staff to liaise with link Governor and arrange one meeting to discuss area of responsibility to ensure understanding of Governor of development, standards and next steps.</p> <p>Staff to be asked if roles are clear, what is working well and areas to develop to ensure communication.</p> <p>Pupil Voice targets to be actioned and monitored termly.</p>	<p>Review and monitor roles of teaching staff . Identify what is working well and areas to clarify, if any. Ensure peoples skills are being utilised.</p> <p>Staff to monitor and evaluate SDP priorities</p> <p>Staff to liaise with link Governor and arrange one meeting to discuss area of responsibility to ensure understanding of Governor of development, standards and next steps.</p> <p>Pupil Voice targets to be actioned and monitored termly.</p>			

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3.	<p>Ensure professional learning opportunities undertaken</p> <p>Develop distributed leadership through staff working groups and opportunities to lead initiatives.</p>	<p>CN/AM/ET/teaching staff/TAs</p> <p>All staff</p>	<p>CN to attend all cluster headteacher meetings, area heads and Powys meetings as part of professional learning. CN to undertake New and Acting Headteacher training (Powys)</p> <p>AM to attend half termly cluster deputy headteacher meetings as part of professional learning.</p> <p>ET to undertake relevant mentor training.</p> <p>SLT to identify gaps in understanding of school systems and attend training as necessary.</p> <p>Teaching staff and TAs to undertake relevant professional learning opportunities eg MWEP as available.</p>	<p>CN to attend all cluster headteacher meetings, area heads and Powys meetings.</p> <p>CN to undertake New and Acting Headteacher training (Powys)</p> <p>AM to attend half termly cluster deputy headteacher.</p> <p>ET to attend mentor training.</p> <p>Gaps in understanding of school systems identified and training attended.</p> <p>Teaching staff and TAs to undertake relevant professional learning opportunities eg MWEP as available.</p>	<p>CN to attend all cluster headteacher meetings, area heads and Powys meetings.</p> <p>CN to undertake New and Acting Headteacher training (Powys)</p> <p>AM to attend half termly cluster deputy headteacher meetings</p> <p>ET to attend mentor training.</p> <p>Gaps in understanding of school systems identified and training attended.</p> <p>Teaching staff and TAs to undertake relevant professional learning opportunities eg MWEP as available.</p>	<p>New Heads Training Days</p> <p>Cluster/Area and Powys Heads meetings</p> <p>ET to attend mentor training</p>	<p><b>LAEG - £3000 supply</b></p>
4	Inform GB	CN	Governing body to be updated termly via HT report.	Governing body to be updated termly via HT report.	Governing body to be updated termly via HT report.		-

**How can the wider community of the school enrich the priority?**

School to school working , use of Powys networks, cluster working

## Cluster Priority for 2025– 2026

Priority: To develop Curriculum for Wales via effective, sustainable cluster working				Related to the Post Estyn Inspection Plan: No			
Accountability: Cluster Headteachers/Cluster working group/ all staff CN  Accountability to the Governing Body: Individual schools to report termly to Governing Bodies		Rationale <ul style="list-style-type: none"> <li>- Statutory CfW requirement for SUP</li> <li>- Cluster working to ensure continuum of learning for all pupils</li> <li>- Cluster understanding of principles of progression and learner effectiveness</li> <li>- Network of professional discussion across AOLEs and year groups.</li> </ul>		Success criteria in terms of standards or quality: <ul style="list-style-type: none"> <li>- Shared understanding of Curriculum for Wales requirements</li> <li>- Increased agreed understanding of principles of progression and learner effectiveness</li> <li>- Increased collaborative working of teaching staff across the cluster</li> </ul>			
Actions	Who?	Milestone Term 1	Milestone Term 2	Milestone Term 3	Professional Development Needs	Source of Finance and Cost	
1	Maintain regular meetings of Brecon C Working Groups	BCWG	Set meeting frequency and venue for the term at cluster heads . HTs to be lead facilitators of groups. Establish @Cluster Heads Revisit non- negotiables of learning experiences for pupils across the cluster. Feedback to cluster heads	Hold meetings on agreed frequency and in different venues where possible. Establish workstream for term - building in stakeholder voice from each school. (Feb 2)6	Hold meetings on agreed frequency and in different venues. Establish workstream for term - building in stakeholder voice from each school. (March 26) Review working of group to establish next steps. (June 26)		LAEG - 6x£210 - £1260
2	Develop understanding of Principles of Progression and Learner Effectiveness in Curriculum for Wales requirements across AOLEs	All teaching staff	Attend Cluster Inset Day -Network meetings each AOLE and feedback to own staff.	Staff to attend Powys/MWEP Network meetings each AOLE and feedback to own staff.	Staff to attend Powys /MWEP Network meetings each AOLE and feedback to own staff. Attend Cluster Inset Day		LAEG - 6x £210 - £1260

## Llanfaes Primary School

				Review agreed AOLE working agendas. Attend cluster AOLE meetings	Share developments in cluster during year. Co construct next steps with stakeholders.		
3	Develop curriculum across the cluster	Curriculum/ Criw Cymraeg/ DCF	Attend Cluster Inset Day Establish cluster wide activities across curriculum (eg DCF workshop/St David's Day Parade/Shwmae Day). Each school to participate. Groups to meet as agreed at cluster heads .	Groups to meet as agreed at cluster heads.  Whole cluster participation in St David's Day Aberhonddu town march. (March 26)	Groups to meet as agreed at cluster heads. Review activities from year and co construct next steps with stakeholders.		
4	Develop pedagogy practice to ensure progressive learning in CFW.	Y5/6/7/8	Y5/6/7/8 staff to complete sharing of daily practice visits. Meet to discuss impact on pedagogy and progression. Identify collaboratively next steps. Share with Cluster Heads. Revisit Pair cluster schools to facilitate professional visits for teachers and TAs	Y4/3/2 staff to complete sharing of daily practice visits, using protocol established by Y5,6,7,8 staff to address next steps.  Review impact of pairings schools for facilitation of professional visits for teachers and TAs (Jan 25)	Y1/R, 3+ staff to complete sharing of daily practice visits, using protocol established by Y5,6,7,8 staff to address identified next steps.  Gather stakeholder views regarding professional visit arrangements between schools, including impact. (June 26)		LAEG 6 x £210 = £1260
5	Inform GB	Cluster Heads	Governing body to be updated termly via HT report.	Governing body to be updated termly via HT report.	Governing body to be updated termly via HT report.		

How can the wider community of the school enrich the priority?

Collaborative working with cluster schools.

### Other Continuing Aspects to be Improved

Aspect	Resources / personnel	Target Date and Evaluation
<p>Siarter Iaith</p> <p>Continue to develop Cynefin and the Welsh dimension across the school working towards target to achieve Gold Award. Liaise with Debbie Cornelius (Powys support) to consider how to achieve them.</p> <p>CC - lead fortnightly Welsh Assemblies</p> <p>Research Welsh reading scheme to continue KS2.</p> <p>Research Spelling Scheme R - Y6 to ensure consistency in teaching and progression of skills across the school</p>	<p>ET (As part of LLC co Ordinator team)</p> <p>LAEG Standards 3 x £210 supply - £630</p> <p>CN and AM (as part of LLC AOLE lead)</p>	<p>July 26 (targets)</p>
<p>School of Sanctuary Award</p>	<p>CN to attend meetings</p>	<p>July 26</p>
<p>ALN - further embed code of practice across the school. (School budget - 0.5 day release weekly. (LAEG ALN reform)</p>	<p>Attend relevant ALN consultations, attend cluster ALN networks. Raise as regular element on staff meeting agendas.</p>	<p>July 26</p>

## Llanfaes Primary School

### Policy Reviews

#### Timetable for Governor Review of policies – 3 year cycle

Policies in italics are annually reviewed.

PCC- indicates Powys County Council Policy adopted

Year 1		
Autumn Term 2024	Spring Term 2025	Summer Term 2025
<i>Finance and Charging Policy</i> <i>Teacher's Pay Policy</i> <i>Attendance Policy</i> <i>Governor Induction Policy</i> <i>Instrument of Government</i> <i>School Key Holder Policy</i> <i>Lockdown Policy</i> <i>Supporting the Educational Outcomes of Children Looked After (CC)</i> <i>Collective Worship Policy (bi annually)</i> <i>Freedom of Information Policy</i> <i>Equal Opportunities Policy (Bi annual)</i> <i>Brecon Cluster Transition Plan</i> <i>Complaints Policy</i> <i>School Letting Policy</i> Freedom of Information Publication Scheme LA Partnership Agreement (3 yearly)	<i>ALN Policy</i> <i>Health and Safety Policy</i> <i>Behaviour and Anti Bullying Policy (including Inclusion)</i> <i>Children's Anti Bullying Policy</i> <i>Use of Educational Premises outside of School Hours Policy</i> <i>Substance Misuse Policy (PCC)</i> <i>Safeguarding Policy</i> <i>Curriculum Policy</i> Supporting Working Parents Policy (CC) Whistle Blowing Policy RSE Policy Bereavement Policy Marking and Feedback Policy More Able and Talented Policy Retirement Policy for Teachers (PCC) Finance and Charging (bi annual) Religious Education Policy Sickness Absence (CC)	<i>Admissions Policy</i> <i>Safeguarding Protection Policy</i> <i>Information for New Staff, Supply teachers and Students Policy</i> <i>GDPR Policy</i> Learning and Teaching Policy Food and Fitness Policy Disciplinary Procedures (Teachers) PCC Absence Management (Teachers) PCC Flexible Working Policy (CC) Redeployment Policy (Teachers) PCC Redundancy Procedure for Teachers (PCC) Volunteer Guidance

Year 2		
Autumn Term 2025	Spring Term 2026	Summer Term 2026
<i>Teacher's Pay Policy</i> <i>Admissions Policy</i> <i>Attendance Policy</i> <i>School Letting Policy</i> <i>Freedom of Information Policy</i> <i>Instrument of Government</i>	<i>ALN Policy</i> <i>Health and Safety Policy</i> <i>Safeguarding Policy</i> <i>Behaviour and Anti Bullying Policy (including Inclusion)</i> <i>Children's Anti Bullying Policy</i> <i>Curriculum Policy</i>	<i>Admissions Policy</i> <i>Disability Equality Policy</i> <i>Disability Access Plan</i> GDPR <i>Safeguarding Protection Policy</i>

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<p><i>School Key Holder Policy</i></p> <p><i>Lockdown Policy</i></p> <p><i>Supporting the Educational Outcomes of Children Looked After (CC)</i></p> <p><i>E Safety Policy (including Social Networking Policy)</i></p> <p><i>Brecon Cluster Transition plan</i></p> <p><i>Performance Capability Teaching and Non Teaching Staff</i></p> <p><i>Collective Worship Policy (bi annually)</i></p> <p><i>Homework Policy</i></p> <p><i>Home School Liaison</i></p> <p><i>Curriculum Policy</i></p> <p><i>Governor Induction Policy</i></p> <p><i>Flexible Working Policy</i></p> <p><i>Management of Change and Redundancy Policy (CC)</i></p>	<p><i>Use of Educational Premises Outside of School Hours Policy</i></p> <p><i>Policy for Substance Misuse</i></p> <p><i>Early Years Policy</i></p> <p><i>Preventing Extremism and Radicalisation Policy</i></p> <p><i>Flexible Working Policy (CC)</i></p> <p><i>Supporting Working Parents (CC)</i></p> <p><i>Whistleblowing Policy</i></p> <p><i>Social Media Policy Staff and Governors</i></p> <p><i>Governor Induction Policy</i></p> <p><i>Inclement Weather Policy (PCC)</i></p> <p><i>Well Being Policy</i></p> <p><i>Well Being Children's Policy</i></p> <p><i>Data Protection Policy</i></p> <p><i>Governor Induction Policy</i></p> <p><i>School Uniform Policy</i></p> <p><i>School Key Holder Policy</i></p> <p><i>ARR Policy</i></p> <p><i>Bereavement Policy</i></p>	<p><i>Information for New Staff, Supply teachers and Students Policy</i></p> <p><i>Learning and Teaching Policy</i></p> <p><i>Fairtrade Policy</i></p> <p><i>Reemployment of former employees (CC)</i></p> <p><i>Disciplinary Policy and Procedure (CC)</i></p> <p><i>Grievance Procedures PCC</i></p> <p><i>Strategic Equality Plan (4 yearly)</i></p> <p><i>Redundancy Policy (CC)</i></p> <p><i>Sickness and Absence Policy (CC)</i></p> <p><i>Ill Health Capability Policy (CC)</i></p>
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Year 3		
Autumn Term 2026	Spring Term 2027	Summer Term 2027
<p><i>Teacher's Pay Policy</i></p> <p><i>Admissions Policy</i></p> <p><i>Attendance Policy</i></p> <p><i>School Letting Policy</i></p> <p><i>Instrument of Government</i></p> <p><i>School Key Holder Policy</i></p> <p><i>Freedom of Information Policy</i></p> <p><i>Lockdown Policy</i></p> <p><i>Supporting the Educational Outcomes of Children Looked After (CC)</i></p> <p><i>Brecon Cluster Transition Plan</i></p> <p><i>Collective Worship Policy (bi annually)</i></p> <p><i>ICT Policy</i></p>	<p><i>ALN Policy</i></p> <p><i>Health and Safety Policy</i></p> <p><i>Children Looked After Policy</i></p> <p><i>Use of Educational Premises Outside of School Hours Policy</i></p> <p><i>Curriculum Policy</i></p> <p><i>Behaviour and Anti Bullying (including inclusion policy)</i></p> <p><i>Policy for Substance Misuse</i></p> <p><i>Professional Review and Development Policy</i></p> <p><i>Children's Anti Bullying Policy</i></p> <p><i>Policy for Substance Misuse Education</i></p>	<p><i>Admissions Policy</i></p> <p><i>Disability Equality Policy</i></p> <p><i>Disability Access Plan</i></p> <p><i>Child Protection Policy</i></p> <p><i>Information for New Staff, Supply teachers and Students Policy</i></p> <p><i>GDPR</i></p> <p><i>Learning and Teaching Policy</i></p> <p><i>Safeguarding Policy</i></p> <p><i>Induction for New Staff Policy</i></p> <p><i>Feedback Policy</i></p> <p><i>Management of Change and Redundancy Policy</i></p>

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Equal Opportunities Policy (bi annual) Special Leave Guidance Policy (PCC) Race Equality Policy (bi annual)	More Able And Talented policy Headlice Policy Inclement Weather Policy Retirement Policy (CC) Smoke Free Policy Social Media policy for Staff and Governors Special Leave Guidance (CC)	Model Disciplinary Policy (CC) EAL Policy Fairness and Dignity at Work (CC) Grievance Procedures for Schools (CC) Redundancy Procedure (CC)  <b>Evaluation of Policy Review</b>
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### Strategic Equality Plan - 2026 - 2030

Policies in italics - require annual reviews

## Checklist

<b>Regulation</b>	✓
Raising standards in Literacy	
Raising standards in Numeracy	
Focus on minimising the effect of poverty on attainment	
3-year plan	
SDP approved by the Governing Body	
Copy of SDP distributed to all staff and governors	
Summary copy of SDP available through the school Governors Annual Report to parents	
SDP monitored in each meeting of the full governing body	
GB have reviewed and updated the SDP where appropriate	
SC clear and quantifiable	

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Attention given to leadership development	
Accountability noted clearer	
Financial resources clearly recorded	
Workforce development clearly noted	
Development Needs of all staff clearly noted	
Review of the previous SIP	