



## Brynnau Primary School

### School Development Plan: Published Summary

#### School self-evaluation:

##### Summary of Key Strengths

Over the past year, Brynnau Primary School has demonstrated significant strengths across a range of areas, reflecting our commitment to high-quality teaching, learner wellbeing, and continuous improvement. Key highlights include:

##### 1. Pupil Voice and Curriculum Co-construction

- A significant strength is the extent to which learners are now actively involved in shaping their learning experiences. Across the school, pupils have developed increasing confidence in contributing to curriculum planning through engagement activities, pupil voice approaches and the interpretation of Curriculum for Wales skills.
- Evidence from Listening to Learners activities, classroom observations and pupil feedback shows that learners feel listened to and valued. Older pupils are confidently using Curriculum for Wales skills to generate questions, influence topic content and make decisions about their learning, while younger pupils are increasingly supported through visual prompts and discussion-based approaches. This has resulted in improved engagement, greater learner ownership and increased independence.

##### 2. Development of Problem-Solving Across the Curriculum

- The introduction of the STEPS approach and the school's focus on rich tasks has strengthened the teaching and application of problem-solving skills. Staff have embraced a consistent approach to mathematics teaching, supported by professional learning, coaching and collaborative planning.
- Monitoring activities demonstrate increasing use of authentic, real-life contexts for learning, with pupils applying mathematical skills within meaningful curriculum experiences. Lesson observations and learner feedback suggest increased engagement and confidence in mathematical learning, while the development of shared resources and collaborative planning has supported greater consistency across classes.

##### 3. Effective Use of Bromcom and Data-Informed Decision Making

- The implementation and development of Bromcom has had a positive impact on assessment, tracking and intervention processes. Staff are now confident in using the system to analyse pupil performance, identify trends and support decision-making.
- The use of data has become increasingly responsive, allowing staff to quickly identify pupils requiring additional support and implement targeted interventions. Leaders are able to monitor progress more effectively, while the platform has also improved communication with parents, governors and staff. Evidence shows that data is now used more strategically to support pupil progress and school improvement.

##### 4. Strong Professional Learning Culture

- Professional development is a significant strength of the school. Staff have engaged enthusiastically in a wide range of training opportunities linked directly to school priorities and individual development needs.
- A strong culture of collaboration is evident, with staff regularly sharing best practice through professional dialogue, learning partnerships, coaching and staff-led training sessions. Subject leaders have effectively disseminated learning from external training, ensuring that professional development has a direct impact on classroom practice.



- The successful completion of leadership programmes, engagement in cluster projects, participation in language development programmes and the expansion of digital and AI expertise demonstrate the school's commitment to developing leadership capacity and sustaining continuous improvement.

#### 5. Innovative Digital Learning and AI Development

- The school's involvement in cluster AI projects and Digital Leaders initiatives has established it as a leader in the effective use of technology. Staff have developed increasing confidence in using AI to support planning, curriculum development and workload reduction.
- Pupils have benefited from a wide range of digital leadership opportunities and have demonstrated strong understanding of online safety, digital citizenship and technology use. Collaborative projects have enhanced both staff expertise and pupil learning experiences whilst preparing learners for an increasingly digital future.

#### 6. Effective Cluster Collaboration

- Partnership working with cluster schools is a notable strength. Staff have actively engaged in collaborative projects including AI development, Singapore Maths, moderation activities, physical development initiatives and Welsh language projects.
- These partnerships have strengthened professional learning, improved consistency of expectations and provided valuable opportunities for pupils and staff to learn from others. Cluster collaboration is having a positive impact on curriculum development, teaching practice and learner experiences.

### Areas for Development

#### 1. Pupil Self-Evaluation and Reflection

While pupils have become increasingly involved in planning and influencing their learning, opportunities for learners to formally evaluate their learning and identify next steps are less consistently embedded.

Further work is needed to develop a whole-school approach to self-assessment, reflection and learner evaluation to ensure pupils can confidently assess their progress and contribute to future learning decisions.

#### 2. Consistency in Problem-Solving Approaches

Although considerable progress has been made in developing problem-solving across the curriculum, there is scope to improve consistency in the implementation of agreed approaches such as RUCSAC and the recording of mathematical reasoning.

Completion of the planned problem-solving CPD and ongoing monitoring will help ensure a more consistent approach across all classes.

#### 3. Attendance and Persistent Absence

Attendance remains an ongoing area for development. Although robust systems for monitoring, communication and intervention are now established, overall attendance did not meet the school's target of 93%, finishing the year at 91.9%.

Illness, holidays and persistent absence continue to have a significant impact on attendance rates. Whilst external factors such as sickness outbreaks and extreme weather contributed to lower attendance, further work is required to strengthen early intervention processes, reduce persistent absence and improve attendance outcomes, particularly for vulnerable groups.

#### 4. Evaluation of Intervention Impact

The school's ability to identify pupils needing support has improved significantly through Bromcom. The next stage of development will be to strengthen the evaluation of intervention impact through more systematic recording of entry and exit data and clearer measurement of progress over time.

#### 5. Measuring the Impact of CPD



Professional learning is a clear strength; however, future self-evaluation should place greater emphasis on measuring the direct impact of CPD on pupil outcomes. Although staff confidence and classroom practice have improved, further evidence linking professional development to measurable gains in attainment and progress would strengthen evaluation processes.

#### 6. Strengthening a Reading-Rich Culture Across the Curriculum

The school has continued to develop pupils' reading skills through structured literacy provision and targeted support programmes. However, there is scope to further strengthen a whole-school reading culture that promotes reading for pleasure and ensures high-quality opportunities for reading across all Areas of Learning and Experience.

Developing more consistent opportunities for pupils to engage with a wide range of texts, increasing reading experiences beyond discrete literacy sessions, and further promoting reading as a lifelong skill will help improve reading engagement, comprehension and vocabulary development across the school.

#### 7. Language, Literacy and Communication (LLC)

The school has made positive progress in promoting Welsh language development and creating opportunities for pupils to use Welsh in a range of contexts. However, the consistent use of Welsh sentence patterns and vocabulary across all classes and throughout the school day remains variable.

As the school works towards achieving the Siarter Iaith Aur Award, further development is needed to ensure Welsh is embedded naturally within daily routines, classroom interactions and wider school life. In addition, there is an opportunity to further develop the use of basic Spanish to enhance pupils' multilingual skills, cultural awareness and confidence in communicating in more than one language.

A whole-school focus on strengthening language acquisition and increasing authentic opportunities to use Welsh and Spanish will support progression in the Language, Literacy and Communication Area of Learning and Experience and contribute to the school's wider curriculum vision.



## SCHOOL DEVELOPMENT PLAN EVALUATION 2025/2026

| Priority                                                                                                                                                                                                                                          | Evaluation of progress                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p>1. To ensure that the curriculum provides progression, challenge, and the transfer of skills through a rich context for learning, along with opportunities to further develop cross-curricular skills in problem-solving and independence.</p> | <ul style="list-style-type: none"> <li>• Collaborative INSET planning ensured consistent skill development and engaging learning experiences across the curriculum.</li> <li>• RICH tasks and rationale-style planning improved curriculum coherence and skill transfer, with a focus on real-life, cross-curricular learning.</li> <li>• Weekly maths challenges and entrepreneurial projects enhanced problem-solving, critical thinking, and application of numeracy in meaningful contexts.</li> <li>• Growth Gardens and independent learning environments supported autonomy and the use of previously taught skills.</li> <li>• Strong progress in reading and maths, particularly in CLIC and through interventions like Nussy and reading carousel.</li> <li>• SWST and Salford data show positive trends, especially for EFSM and ALN learners.</li> <li>• Pupil progress meetings and cohort data trackers are used to monitor and support learners, with targeted interventions in place.</li> <li>• Writing portfolios and consistent assessment practices are being developed to support progression and moderation.</li> <li>• Staff engaged in professional learning on Growth Mindset, learner independence, and Voice 21 strategies.</li> <li>• Triads trialed strategies across phases, leading to improved learner autonomy, engagement, and oracy.</li> <li>• Voice 21 sentence stems and discussion guidelines are now embedded across the school.</li> <li>• Pupil Voice is a strength, with learners influencing planning, assessment, and school policies.</li> <li>• Committees such as Criw Cymraeg and Digital Leaders promote Welsh language, digital safety, and cultural awareness.</li> <li>• Child-friendly Four Purposes posters and learner-created resources enhance understanding and ownership of learning.</li> <li>• MER confirms consistent implementation of AfL strategies, effective planning, and growing learner independence.</li> <li>• Governors are well-informed through data sharing and actively support school improvement.</li> <li>• Staff use the SDP feedback wall to reflect on progress and celebrate achievements.</li> </ul> <p><b>Estyn Inspection Highlights</b></p> <ul style="list-style-type: none"> <li>• The inspection confirmed strong curriculum implementation, high expectations, and confident, capable learners.</li> <li>• Pupils demonstrate well-developed skills in literacy, numeracy, digital competence, creativity, and emotional wellbeing.</li> <li>• Oracy and pupil voice were identified as particular strengths.</li> <li>• The school's inclusive ethos and commitment to care and support were praised.</li> </ul> <p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Further develop opportunities for pupils to plan, develop, and evaluate their learning.</li> <li>• Strengthen cross-curricular application of mathematical skills.</li> <li>• Continue to embed independence and challenge across all phases.</li> </ul> |
| <p>1. To develop learner independence through their active role in assessment.</p>                                                                                                                                                                | <ul style="list-style-type: none"> <li>• AfL strategies were reviewed and implemented from Nursery to Year 6 following INSET and Pupil Voice input.</li> <li>• AFL progression stages were agreed across the school, with Foundation classes introducing AFL animals based on pupil feedback.</li> <li>• All learners have Literacy (LLC) and Numeracy (MN) targets; most can identify and discuss them, especially in Juniors.</li> <li>• MER (Monitoring, Evaluation, and Review) of books and planning shows consistent application of new AfL strategies and effective team planning.</li> <li>• Feedforward marking using green pen is evident, though further development is needed in some areas. Staff support/crib sheets are being developed.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |



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|                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Listening to learners confirms growing confidence in discussing targets, self-assessment, and AFL strategies.</li> <li>• Learners are increasingly confident in self-assessing and explaining their choices, especially in Years 3–6.</li> <li>• Foundation learners are developing independence with adult support, aided by tools like Seesaw and sound buttons.</li> <li>• Growth Mindset and independent learning strategies trialled through staff triads have positively impacted classroom practice.</li> <li>• Independent Learner Pathways are being developed to ensure progression and consistency.</li> <li>• New termly report formats focusing on two Areas of Learning have received positive feedback. Adjustments include adding photos and learner reflections.</li> <li>• Seesaw is now fully embedded, enhancing family engagement and capturing learning beyond books.</li> <li>• Pupil influence questions are now colour-coded in planning and displayed in classrooms and celebration boards.</li> <li>• School Council and committees have shaped policies, AFL tools, and expectations, promoting ownership and leadership.</li> <li>• Writing portfolios are being developed to support assessment consistency.</li> <li>• DCF skills are evident but require further celebration and tracking through rich tasks.</li> </ul> <p><b>Estyn Feedback</b></p> <ul style="list-style-type: none"> <li>• Pupils are articulate, confident, and capable learners who understand their targets and take initiative.</li> <li>• Strong digital skills, exemplary behaviour, and a calm, inclusive ethos was praised.</li> <li>• Governors prioritise pupil wellbeing and achievement, supported by a robust MER system.</li> </ul> <p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Further develop opportunities for pupils to plan, develop, and evaluate their learning.</li> <li>• Ensure all pupils, including those not in committees, have structured opportunities to express their views.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>3. Developing the culture of pupil voice creating an environment where learners feel empowered to share their opinions, ideas, and feedback, knowing that these will be valued and acted upon.</p> | <ul style="list-style-type: none"> <li>• Over the academic year, Brynnau Primary School has made strong progress in embedding pupil voice, promoting wellbeing, and developing learner independence.</li> <li>• Pupil Voice is a clear strength, with weekly assemblies, active committees, and learner-led initiatives such as the Positive Relationships Policy, Health &amp; Safety reviews, and the creation of learner-friendly resources. Pupils not only contribute to school life but also influence policy and practice meaningfully.</li> <li>• Wellbeing and Engagement have been supported through weekly PERMA sessions in Juniors, with Engagement identified as a key focus. Mindfulness Ambassadors continue to lead daily sessions, positively impacting emotional regulation and readiness to learn. The school has also strengthened community links through intergenerational projects with local senior citizens, providing real-life learning contexts.</li> <li>• Independent Learning has been enhanced through Growth Mindset triads, Independent Learner Pathways, and the development of classroom environments that promote autonomy. Foundation learners benefit from tools like Seesaw and sound buttons, while Juniors engage in Growth Gardens and group roles to support skill application.</li> <li>• Digital and Cultural Leadership is thriving. Digital Leaders promote online safety through assemblies and weekly messages, while Criw Cymraeg initiatives have raised the profile of Welsh language use across the school and community.</li> <li>• Assessment for Learning (AfL) strategies are increasingly embedded, with learners confidently discussing targets and reflecting on their progress. AFL characters and consistent marking approaches are helping to build understanding, especially in Foundation Phase.</li> </ul> <p><b>Estyn Feedback</b></p> <ul style="list-style-type: none"> <li>• Pupils' articulate nature, high levels of challenge, exemplary behaviour, and strong respect and engagement. The school's calm, inclusive ethos and commitment to care and support were also praised.</li> </ul> <p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Continue to develop opportunities for all pupils to plan and evaluate their learning.</li> <li>• Ensure pupils not in committees have structured ways to express their views.</li> <li>• Maintain focus on improving engagement (PERMA) and further embed independent</li> </ul> |



learning strategies across all phases.

## SCHOOL DEVELOPMENT PLAN PRIORITIES

2026/2027

| Priority One                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Key Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Support                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>To embed the opportunities for pupils to plan, develop and evaluate their own learning (Estyn recommendation)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Through engagement activities, pupils influence their own curriculum topic by interpreting CFW skills</li> <li>Pupils influence their learning by choosing activities and opportunities that match CFW skills identified for the term</li> <li>Pupils demonstrate increased ability to plan their activities and are given autonomy for how they present their learning</li> <li>Through AFL strategies pupils evaluate their learning and make suggestions for developing their learning experiences</li> <li>Improved engagement and outcomes in independent learning tasks.</li> <li>Evidence of pupil-led learning in classroom observations.</li> <li>Evidence of pupil developed curriculum in Listening to Learners.</li> </ul>                                                                                   | <p>Professional dialogue and input from RCT SIO.</p> <p>Inset training for how to plan for a pupil developed curriculum</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| December Milestones                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | March Milestones                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | July Milestones                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>Pupils in Years 5 and 6 will start the term by interpreting the Descriptions of Learning for AOLES- Health and Wellbeing, Science and Technology and Humanities (these skills come from Termly Curriculum plans)</li> <li>Pupils in Years 5 and 6 will be provided with a short rationale for their topic and will from there map ideas of what and how they would like to learn based on the Descriptions of learning they have interpreted.</li> <li>Pupils in Years 5 and 6 will be presented with the genres they will need to cover by the end of term and asked to map the genres against the topic map and choose which genres they would like to cover linked to which AOLe cross curricular learning.</li> <li>Pupils in Years 5 and 6 will be given choice and autonomy over how they present their learning for topic (cross curricular) activities. This will include DCF skills for all learning opportunities.</li> <li>At the end of the term pupils in Years 5 and 6 will evaluate the success of their learning structure and opportunities and compare it to previous terms learning.</li> <li>Pupils in Years 3 and 4 will start the term by being given child friendly worded skills from the Descriptions of Learning for the AOLe- Humanities</li> </ul> | <ul style="list-style-type: none"> <li>Learners will engage in robust evaluations of their topic. What have they learnt? How did they learn it? What were the highlights? What could work better? This feedback is used to plan directly into the following terms plan to deliver a purposeful and meaningful curriculum. Focus on the way in which children want to learn and what pedagogy is creating the best outcomes for our learners.</li> <li>MER of books will be conducted by AOLe leads and SLT to monitor the impact of the increased pupil developed curriculum.</li> <li>MER listening to learners will ascertain how this curriculum development process has impacted the children's sense of ownership for their learning.</li> <li>Pupil voice for AFL- are our AFL strategies successfully capturing the progress of our learners?</li> </ul> | <ul style="list-style-type: none"> <li>Pupil parliament summarise this year's learning journey, what should we be celebrating and doing more of? What hasn't worked as well and why? Pupil voice into amending the topic planning for this year's long-term overview.</li> <li>MER of books will be conducted by AOLe leads and SLT to monitor the impact of the increased pupil developed curriculum.</li> <li>MER listening to learners will ascertain how this curriculum development process has impacted the children's sense of ownership for their learning.</li> </ul> |



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| <p>(these skills come from Termly Curriculum plans) these skills will be discussed and interpreted to gain an understanding of what the pupils are aiming to learn.</p> <ul style="list-style-type: none"> <li>• Pupils in Years 3 and 4 will be provided with a rationale and hook for their topic and will from there map ideas of what and how they would like to learn based on the Descriptions of learning they have understood.</li> <li>• Pupils in Years 3 and 4 will be given choice for how they present their learning for topic (cross curricular) activities. This will include DCF skills for all learning opportunities.</li> <li>• At the end of the term pupils in Years 3 and 4 will evaluate the success of their learning structure and opportunities and compare it to previous terms learning.</li> <li>• Pupils in Year 2 will start the term by being given a skill in child friendly words for the AOLe- Humanities (these skills come from Termly Curriculum plans) the skills will be explained so the children gain an understanding of what they are aiming to learn.</li> <li>• Pupils in Year 2 will be provided with a detailed rationale for their topic and a visual hook, they will then map ideas of what and how they want to learn that specific skill.</li> <li>• At the end of the term pupils in Year 2 will evaluate the success of their learning structure and opportunities by discussing their learning and their choices.</li> <li>• MER of books will be conducted by AOLe leads and SMT to monitor the impact of the increased pupil developed curriculum.</li> <li>• MER listening to learners will ascertain how this curriculum development process has impacted the children's sense of ownership for their learning.</li> </ul> |  |  |
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| Priority Two                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Key Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Support                                                                                                                                                                                                                                                                                                                                                           |
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| <p><b>To consolidate and strengthen pupils' problem-solving skills, ensuring they can effectively apply and transfer their learning across a range of real-life and cross-curricular contexts by July 2027.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Maths skills are taught robustly through the agreed structure- Introduce, embed, challenge and problem solve across the maths lessons (ks2 weekly, FL 3 weekly) followed by the skill being planned for as a rich task in topic the following week.</li> <li>• FL problem solving can be planned for as a rich task (adult led) and through guided play provision</li> <li>• Nearly all learners are challenged appropriately to ensure progression of taught skills that are clear through rich learning tasks in books and Listening to Learners</li> <li>• Problem solving challenges celebrate skills covered in a nearly all classes</li> <li>• Medium term plans clearly identify maths skills to be taught in the first instance and where they will then be applied through tasks in the second instance</li> <li>• Rich tasks pull on prior learning and are created with real life context and meaning that links to topic theme</li> <li>• Problem solving is taught as a discrete skill in the first instance and RUCSAC is the agreed model of learning</li> <li>• Flow chart of agreed maths coverage to be shared and utilised with all staff</li> </ul> | <p>Professional Learning through in house sharing of good practice</p> <p>Cluster Numeracy Project</p>                                                                                                                                                                                                                                                            |
| December Milestones                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | March Milestones                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | July Milestones                                                                                                                                                                                                                                                                                                                                                   |
| <ul style="list-style-type: none"> <li>• Flow chart of agreed format for maths skills coverage- RP to create and share in staff meeting</li> <li>• Clear evidence of skills transition into topic work across a 2 week cycle in ks2 and 3 week cycle in FL</li> <li>• Refresher staff meeting on use of RUCSAC model and display in classrooms</li> <li>• Regular evidence of problem solving being taught using RUCSAC</li> <li>• Agreed presentation and layout of problem solving in pupils books.</li> <li>• Evaluate effectiveness of Rich task planning and problem solving through book look MER.</li> <li>• Inset training for teaching staff on the difference between worded problems and problem solving.</li> <li>• Staff training for Singapore maths roll out with a focus on Journaling.</li> <li>• Pupil voice will generate characters for problem solving in the style of Singapore maths (can you explain to xxxx, can you help xxx find the answer)</li> <li>• Mystery club for KS2 pupils will focus on critical thinking and problem solving.</li> <li>• Sharing of good practice by RP/SG for how to deliver a Singapore maths 'style' anchor task, guided practice and journaling of method.</li> </ul> | <ul style="list-style-type: none"> <li>• Generate a Teams problem solving resource bank organised by maths concept.</li> <li>• Children sharing problem solving activities with parents during open evening.</li> <li>• MER activities question pupils and show clarity of understanding for RUCSAC and the purpose of problem solving.</li> <li>• Planning for Rich task problem solving clear and evident on medium term planning across school (medium term planning document-honeycomb)</li> <li>• Voice 21 sentence starters will be mapped alongside journaling types to provide structure and strong oracy skills.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Problem solving showcase- invite parents/carers/GB members to an afternoon where pupils present RUCSAC and teach visitors how to problem solve- workshop of activities for adults led by pupils.</li> <li>• Real life problem activity for each year group- escape room style indoor/outdoor- enrichment day.</li> </ul> |



| Priority Three                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Key Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Support                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>To develop and embed a consistent, whole-school reading culture that promotes reading for purpose and pleasure across all areas of the curriculum, ensuring that all pupils become confident, engaged and reflective readers by July 2027.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• A clearly defined whole-school reading approach is consistently implemented across all classes.</li> <li>• Pupils demonstrate increased engagement in reading for both purpose (curriculum learning) and pleasure.</li> <li>• Evidence of high-quality texts being used across all areas of learning.</li> <li>• Improved pupil voice outcomes, with learners articulating positive attitudes towards reading.</li> <li>• Measurable improvement in reading outcomes/progression across the school.</li> <li>• Reading environments in all classrooms and shared areas are stimulating, inclusive and text-rich.</li> </ul>                                                                                        | <p>SIO Evaluation and feedback</p> <p>Reading Reconsidered training</p> <p>ESTYN reading conference</p>                                                                                                                                                                                                                                                                                                                                                                                                                              |
| December Milestones                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | March Milestones                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | July Milestones                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <ul style="list-style-type: none"> <li>• .Reading resources audit- identify the quality of our reading materials. Purchase new reading material where need is identified, eg, Monster Phonics reading books to be in line with embedded phonics program.</li> <li>• Parent Monster Phonics evening-share scheme and how to support reading at home using Monster Phonics as a tool.</li> <li>• Engage pupil voice to provide feedback about current reading provision.</li> <li>• Pupil questionnaire to elicit feedback about how our pupils like to read, what genres interest them, how can we improve our practice?</li> <li>• Reading engagement day-encourage and inspire the children to have a love of reading and how it can become a pleasure and not a chore.</li> <li>• Reading in a new place display. Ask children to read in a fun and creative place and take a photo to create a whole school reading tree display, celebrating our love of reading.</li> <li>• Introduce additional reading support sessions for the classes with the most pupils assessed at a minus reading age.</li> <li>• Reading recommendation wall for KS2. Children interact with display and add book recommendations with a blurb.</li> <li>• Research and book for authors to visit the school to inspire pupils and experience new genres.</li> <li>• Introduce Teacher story time each half term for teachers to visit new</li> </ul> | <ul style="list-style-type: none"> <li>• MER impact of new reading scheme in FP (Monster Phonics) Listening to learners, Observation of reading practice.</li> <li>• MER whole class reading in KS2. Listening to learners, observation of class reading in practice.</li> <li>• Data scrutiny of Monster Phonics as a whole and has the rate of progress in phonics acquisition changed with the introduction of reading materials?</li> <li>• Pupil voice committees audit class libraries and books availability. Are there authors or genres we are missing and need to purchase to capture the interest of our readers?</li> <li>• Look into online reading platforms and tools that may be used to supplement books in school and at home.</li> </ul> | <ul style="list-style-type: none"> <li>• Scrutinise data of Salford reading test from Y2-6. Is there a change in reading ages due to the new initiatives? If so, what is the trend showing?</li> <li>• Pupil and parent questionnaire to elicit feedback about how reading is perceived after two terms of input and actions from school. Has the love or interest of reading increased as a result of our planned actions?</li> <li>• Compare WG test data for reading from term 1 to term 3. Does this show any impact?</li> </ul> |



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| <p>classes and read their favourite stories.</p> <ul style="list-style-type: none"> <li>• School newspaper to be handed out termly and available in classes as free reading material.</li> <li>• Christmas Bedtime story event. Children return to school after dark for hot chocolate and bedtime stories around the Christmas tree.</li> <li>• Find out what reading material subscriptions children would like available in reading areas (comics, magazines, newspapers)</li> </ul> |  |  |
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| Priority Four                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Key Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Support                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><b>To embed the consistent use of Welsh sentence patterns and vocabulary across the school, progressing towards the Siarter Iaith Aur award, while further developing the use of basic Spanish to enhance pupils' multilingual skills and confidence by July 2027.</b></p>                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Every class to have 30 minutes dedicated to direct and explicit teaching of Welsh sentence Monday-Thursday with 'Fiesta Friday' using translanguaging skills of Spanish and Welsh.</li> <li>• LD to receive training on 'Siarter Iaith' to support the school going for the Gwobr Aur.</li> <li>• Welsh sentence patterns and vocabulary are consistently used by staff and pupils in formal and informal contexts across the school day.</li> <li>• Clear progression in pupils' confidence and accuracy in spoken Welsh.</li> <li>• The school successfully achieves or makes strong progress towards the Siarter Iaith Aur award.</li> <li>• Pupil voice indicates increased use of Welsh socially and positive attitudes towards bilingualism.</li> <li>• Basic Spanish vocabulary and sentence patterns are taught progressively across year groups.</li> <li>• Pupils demonstrate growing confidence in using simple Spanish for everyday communication.</li> <li>• Staff confidently apply strategies from Level 1 Spanish training in classroom practice.</li> </ul> | <ul style="list-style-type: none"> <li>• Cluster Welsh training (60 hours)</li> <li>• Level 1 Spanish course for non-teaching staff (Autumn term)</li> <li>• CSC Siarter Iaith</li> <li>• CSC MFL Spanish lead</li> </ul>                                                                                                                                                                                                                                                                                                                                               |
| December Milestones                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | March Milestones                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | July Milestones                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>• Re-engage with Siarter Iaith qualification for support and assessment.</li> <li>• Arrange meeting with Siarter Iaith partner for LD to understand what achievements need to be met by the end of the academic year.</li> <li>• LD and KD to work together to form a plan to achieve specific targets each term in line with the Siarter Iaith Aur award.</li> <li>• Staff training offered for all staff to develop the use of Welsh within their classes to strengthen the consistency of Welsh across the school.</li> <li>• Create a Cymraeg portfolio to</li> </ul> | <ul style="list-style-type: none"> <li>• LD check in with Siarter Iaith to provide support and guidance if needed.</li> <li>• LD to have walk around with Siarter Iaith to show progress of Welsh so far.</li> <li>• LD to offer KD and other governors to visit and work with the Criw Cymraeg developing a community project through the medium of Welsh.</li> <li>• Criw Cymraeg to visit the OAP hall and develop the use of Welsh/ Create a Bore Coffi for parents to attend.</li> <li>• LD and KD check in with BA/RP to share progress so far towards</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• Arrange a visit for Siarter Iaith partner to come and see the progress made and celebrate the achievements of the school.</li> <li>• Achieve the Siarter Iaith Aur award.</li> <li>• Celebrate the award with a dedicated day with Welsh games, foods, and music.</li> <li>• Meet with staff and discuss any positive achievements and put a plan in place for staff to receive any resources/training they need.</li> <li>• Set targets for the next academic year to ensure the progress in continued.</li> <li>•</li> </ul> |



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| <p>evidence and track the progress towards the targets going forward.</p> <ul style="list-style-type: none"> <li>• Replace dojo board in the hall for a specific 'Brawddeg yr wythnos' and 'frase de la semana' to encourage translanguaging. This needs to be repeated in assembly every day and the Criw Cymraeg/Spanish ambassadors will go out every morning to record learners and evidence on Seesaw.</li> <li>• LD to continue offering weekly support and training in the staff meetings every week to ensure that Welsh is continuing daily.</li> <li>• A recorded model of the sentence will be uploaded to each class's Seesaw every week to support the use of the sentence at home.</li> <li>• Non teaching staff Level1 Spanish course.</li> </ul> | <p>the Siarter Iaith Aur award and outline any resources needed.</p> <ul style="list-style-type: none"> <li>• Pupil voice survey will gather evidence to feed into developing positive pupil attitudes towards Welsh.</li> <li>• Ask Marina CSC to visit and hold a Fiesta Friday for her to observe the development of staff confidence and pupils' language abilities.</li> <li>• Non teaching staff to be supporting/leading elements of Welsh/Spanish in classrooms.</li> </ul> |  |
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