



**PLASMARL PRIMARY SCHOOL  
DEVELOPMENT PLAN  
2025- 2026**

This document is based on School improvement guidance: framework for evaluation, improvement and accountability 2022.

Note the School Improvement Guidance replaces the 2014 guidance 'School development plans'. It places the requirements of 'The Education (School Development Plans) (Wales) Regulations 2014' (School Development Plans Regulations) in the context of the new framework for evaluation, improvement and accountability.

THE CONTENT OF THIS DOCUMENT WILL BE SUBJECT TO ANNUAL REVIEW AND FOLLOWING AN INSPECTION BY ESTYN (following a school's inspection, the school development plan must be amended to reflect post-inspection feedback, findings, recommendations and proposed action. This should be done within 20 working days)

**PLASMARL PRIMARY SCHOOL**  
**SDP 2025-2026**

<b>Contents</b>	
<a href="#"><u>School Vision, context and plan context</u></a>	<b>Priorities 2025-2026:</b>
<a href="#"><u>National Priorities Content</u></a>	
<a href="#"><u>Grant Expenditure</u></a>	<p style="text-align: center;"><b>Priority 1</b> <u>Teaching and Learning (IA1)</u> Further develop high quality approaches to teaching and learning to support skill development and effective pupil progress.</p> <p style="text-align: center;">(Welsh oracy/ independent learning)</p>
<a href="#"><u>Summary of Priorities 2025-2026</u></a>	<p style="text-align: center;"><b>Priority 2</b> <u>Wellbeing, Care, Support and Guidance (IA2)</u> Further develop the high focus on emotional, mental health and wellbeing for all pupils.</p> <p style="text-align: center;">(ALN)</p>
<a href="#"><u>The school improvement priorities – 3-year plan</u></a>	<p style="text-align: center;"><b>Priority 3</b> <u>Leading and Improving (IA3)</u> To continue to strengthen leadership across the school to ensure consistent, high-quality teaching and improve pupil progress through effective self-evaluation and engaging classroom practice.</p> <p style="text-align: center;">(Distributed leadership/pupil progress)</p>
<a href="#"><u>Ongoing Activities</u></a>	<a href="#"><u>Summary of Professional Learning</u></a>
<a href="#"><u>Review of previous year’s priorities</u></a>	<a href="#"><u>SDP checklist</u></a>

**PLASMARL PRIMARY SCHOOL**  
**SDP 2025-2026**

**The School Improvement Guidance suggests that schools use two questions as a starting point for their improvement activities:**

1. Are learners progressing in the ways described in the principles of progression, supporting them to develop towards the four purposes?
2. Is the pace of learners' progress in line with the expectations of teachers and the curriculum?

**The new 'national priorities', which schools must have regard to when setting their improvement priorities, are:**

- improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience
- reducing the impact of poverty on learners' progression and attainment

**To support schools to navigate this new context, eight contributory factors have been set out describing key attributes that schools that are successfully realising the curriculum will possess. These are:**

- Enabling all learners, and in particular those from disadvantaged backgrounds, to progress along their own learning pathway and raise their aspirations to achieve their full potential; allied to a range of assessment approaches to understand and support this progress.
- Co-constructing a curriculum, in line with the Curriculum for Wales Framework, which promotes a broad range of knowledge, skills and experiences (including social and interactional experiences) with a clear understanding of why these matter.
- Ensuring the school environment supports learners' and practitioners' well-being.
- Supporting practitioners' understanding of what works in curriculum design by investing in the enquiry and pedagogic skills of all staff.
- Enabling ambitious professional learning for all practitioners in a school dedicated to being a learning organisation.
- Embedding reflection, self-evaluation and improvement within schools, with good school leadership as a pre-condition for that.
- Being at the heart of their communities - building better relationships between schools and families, communities and employers, to support and promote educational achievement and excellent employment, next steps education and training.
- Listening to children and young people as they engage with their learning and supporting them in achieving their aspirations.

Plasmarl pays due diligence to the above when undertaking self-evaluation processes that inform long and short term school priorities.

## PLASMARL PRIMARY SCHOOL SDP 2025-2026

### [Framework on embedding a whole-school approach to emotional and mental well-being](#)

Partneriaeth has equipped schools with a new WSAEMW assessment toolkit to assist self-evaluation. The Framework on embedding a whole-school approach to emotional and mental wellbeing was issued in March 2021. It aims to address the emotional and mental well-being of all children and young people, as well as school staff. In Plasmarl Primary School, the appointed, named person to lead the implementation of the framework is Mrs Helen Davies. However, a team of staff, governors and pupils has also been established. We work closely with a range of agencies to support the well-being of staff and pupils. e.g. Exchange Counselling, CAMHs, Early Help Hub, Helping Hands, Education Support, child and family services as well as accessing professional development. The school's leadership team ensure that only those interventions with a sound or innovative and developing evidence base are delivered.

#### [School Vision](#)

**'Caring, Learning and Achieving Together.'**

#### [School Context](#)

Plasmarl Primary School is a local authority-maintained school situated in an urban location, approximately 2 miles east of Swansea City Centre. The housing is either privately owned or rented through housing associations.

There is currently one nursery class, and another seven classes. The headteacher has been in post since April 2008 and the Deputy Head since May 2021 (acting Deputy Head for 2 years before this date.) There are seven full-time teachers and three part-time teachers working alongside nine full-time and five part-time classroom-based teaching assistants. We also have a wellbeing officer who works exclusively in our Rainbow room, supporting pupils' emotional health and wellbeing. An attendance and family liaison officer supports the wellbeing officer.

Welsh index of multiple deprivation (WIMD) data shows that 88.7% of our pupils live in the 30% most deprived areas. Numbers on roll have been increasing over the past 5 years. We have single age classes throughout the school (Nursery – Year 6.) The school's admission number is 28. **There are currently 203 pupils on roll** (including the nursery)

There are 25.3% of pupils on the additional learning needs register. Currently, there are three pupils on the child protection register. Two children under a special guardianship attend the school. There are 4 LAC children. We have three pupils who are 'Children in Need' and three families who are currently receiving support from the Early Help Hub.

Around 25% of pupils are considered to have English as an additional language (EAL) and are supported through a graduated response. Around 44% of pupils are in receipt of free school meals (FSM) which is considerably above the local and national average. Pupil mobility is very high. This provides the school with some significant challenges that require bespoke work.

**PLASMARL PRIMARY SCHOOL**  
**SDP 2025-2026**

[Context of the School Development Plan.](#)

The School Development Plan has been created within the guidelines of the Framework for Evaluation, Improvement and Accountability

Information and Evidence for 'improvement planning' has been gathered and evaluated through honest, robust, evidence-based self-evaluation arrangements. The 3 main purposes for the use of this information is for: -

**Improvement** – for the learner

**Accountability** – for governance purposes

**Transparency** – for the wider citizen – telling them how well the school is doing.

This plan was written after consultation and input from the headteacher, pupils, parents or carers of pupils, school staff and members of the governing body. The consultation was carried out through INSET days, ADDS sessions, questionnaires and Pupil voice meetings. Due regard is given to a range of school data and pupil outcomes when creating the plan. The plan is formulated as part of the school's self-evaluation procedures. The duration of this plan is from September 1st to July 30th. All grant funding referred to in this plan is to be spent by March 31st (unless grant provider allows carry forward)

The school is developing as a learning organisation and uses educational research to underpin philosophy and practice.

Progress against the plan is reported in each Headteacher's Report to Governors, through the work of the various governor committees and school newsletters. There is ongoing review of the plan and a written evaluation available at the end of the academic year. Evaluations inform future planning. The Governing Body and all school staff have a copy of the plan, and a child friendly version is shared with pupils. A summary is available to other stakeholders on request and is published on our school website.

The governing body will monitor and support the school's progress against the improvement targets for the current school year by working with: -

- Staff across the school
- Senior Leaders in aligned subcommittee meetings
- Pupils at the school and their families; and
- People who live and work in the locality in which the school is situated

**PLASMARL PRIMARY SCHOOL**  
**SDP 2025-2026**

**Cymraeg 2050 / Welsh in Education Strategic Plan**

The Welsh language is one of the treasures of Wales. It is part of what defines us as people and as a nation. The Welsh Government's 'Cymraeg 2050 – A million Welsh speakers' is a strategy that spans a generation and has three key themes: increasing the number of Welsh speakers; increasing use of Welsh; and creating suitable conditions and an environment where the Welsh language and its speakers can thrive.

At Plasmarl Primary we are committed to promoting and developing the Welsh language. Welsh leaders ensure the school environment is Welsh language rich. Displays and signage develops reading the language, incidental conversational Welsh is heard and spoken by staff and pupils, and curriculum learning tasks and events such as Welsh Week, promote Welsh heritage and culture. We are proud of our heritage and strive to build a sense of **cynefin** in all.

Our journey towards bilingualism started several years ago, when two members of staff participated in a Welsh secondment. Following a Sabbatical, teachers are expected to support colleagues via modelling sessions and coaching sessions and helping with planning and delivery of lessons.

We have mixed age groups across the school, and teachers are supported by experienced and skilled teaching assistants. Staff are committed to learning Welsh.

There is very much a team spirit at Plasmarl. Collaboration and communication are crucial in setting our strategic direction. Staff understand the need for positive attitudes towards the language and for good role modelling.

Welsh leaders also upskill support staff by providing them with age-appropriate commands, phrases, vocabulary, and questions.

Our Welsh leader advises on schemes of work, resources, Welsh policy and practices and standardisation and moderation exercises.

This results in:

- More confident and experienced Welsh second language teachers in post.
- Improvement in pupil standards in Welsh second language.
- Raised teacher confidence in delivering Welsh and using incidental Welsh evidenced by staff questionnaires, learning walks and interviewing staff.
- Improved standards in teaching Welsh as evidenced by senior leadership monitoring of session observations.
- More informed senior leadership team of Welsh standards across the school and next steps for development, including training.

The acquisition of a new language can take years. To learn a second language, one must be immersed in it; to see it, hear it and speak it on a daily basis. This can only be accomplished through a whole school approach. Each class's timetable is continually reviewed and structured to allow for best use of teachers' expertise. Teachers may swap classes and the school uses PPA time/management time to release staff to observe, coach, plan, deliver and model sessions.

Our main challenge is sustaining momentum. We do this by ensuring daily Welsh drillio, using Welsh through all lessons, planned regular events such as Dydd Swmae, our Criw Cymraeg pupil voice group, and monthly Welsh assemblies.

The school has a partnership with the LA's Welsh in Education Officer.

## PLASMARL PRIMARY SCHOOL SDP 2025-2026

Siarter Iaith - This is a project introduced by the Welsh Assembly to all schools in Wales, to promote the Welsh language, to develop a Welsh ethos and encourage pupils to improve their Welsh language skills. The Charter provides a framework for schools to follow to achieve a bronze, silver or gold award. The school encourages participation from every member of the school community - pupils, parents, school governors and the wider community. We are currently working towards the Silver Award.

Our Criw Cymraeg promote the use of the Welsh language in the playground, at home and the classroom. They present weekly awards to pupils and staff for hearing the language spoken in different places across the school. This is part of our Dydd Gwener Gwasanaeth Seren Yr Wythnos.

[PRESS](#)



[TO GO TO TOP OF DOUMENT](#)

**PLASMARL PRIMARY SCHOOL**  
**SDP 2025-2026**

Grant Finance 2025-2026 (Financial Year)

Source of Funding	Purpose	Sum	Cross-referenced to priorities in the SDP
School Standards Grant	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> </ul> Breaking the link between disadvantage and educational attainment	<b>£122,032</b>	Priority 1
Pupil Development Grant	<b>Reducing education inequalities and a focus on Equity and Wellbeing for every learner</b> Breaking the link between disadvantage and educational attainment.	£113,821	Priority 1 and 2
MEGRT	Supporting pupils with English as an additional language	£10,486	Priority
Professional Learning	To develop staff knowledge and understanding of the Curriculum for Wales	£4,961	All priorities
ALN	Staffing for interventions	£5,405	Priority 1
Curriculum Reform	To support education-reform initiatives.	£2,653	All priorities

**PLASMARL PRIMARY SCHOOL**  
**SDP 2025-2026**

**Summary of priorities 2025 -2026**

National priorities underpin our school development:

- improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience.
- reducing the impact of poverty on learners' progression and attainment

Main Priority Area	Headline School Priorities	Key work	Estyn Inspection Areas	UNCRC Article
<b>Teaching and Learning (IA 1)</b>	<b>Priority 1</b> <u>Teaching and Learning (IA1)</u> Further develop high quality approaches to teaching and learning to support skill development and effective pupil progress. (Welsh oracy/ independent learning)	Proficiencies: <ul style="list-style-type: none"> <li>• Listening</li> <li>• Vocabulary expansion</li> <li>• Oracy</li> <li>• Metacognitive strategies</li> <li>• Resilience and problem solving</li> <li>• Reflective practice</li> </ul>	IA1 – Teaching and Learning IA3 – Leading and Improving	A7– name and nationality A8 - identity
<b>Wellbeing, Care, Support and Guidance (IA 2)</b>	<b>Priority 2</b> <u>Wellbeing, Care, Support and Guidance (IA2)</u> Further develop the high focus on emotional, mental health and wellbeing for all pupils. (ALN)	<ul style="list-style-type: none"> <li>• Whole School Approach to Emotional and Mental Well-being</li> <li>• Communication</li> <li>• Pupils and staff</li> <li>• Pupil Voice</li> <li>• Attendance</li> </ul>	IA2 – Wellbeing, Care Support and Guidance IA3 – Leading and Improving	A3- do the best for a child. A29 – be the best you can be
<b>Leading and Improving (IA 3)</b>	<b>Priority 3</b> <u>Leading and Improving (IA3)</u> To strengthen leadership across the school to ensure consistent, high-quality teaching and improve pupil progress through effective self-evaluation and engaging classroom practice. (Distributed leadership/pupil progress)	<ul style="list-style-type: none"> <li>• Curriculum and standards knowledge</li> <li>• Monitoring</li> <li>• Self-evaluation processes</li> </ul>	IA3 Leading and Improving IA1 – Teaching and Learning	A28 – an education A3 – do the best for a child

**PLASMARL PRIMARY SCHOOL**  
**SDP 2025-2026**

<b>3 year plan</b>			
<b>Aspect</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>
<b>Learning – Teaching and Learning</b>	<p>Ensure high quality teaching across the school.</p> <p><b>Improve levels of Welsh oracy across the school.</b></p> <p>Work towards Silver Siarter Iaith.</p> <p>Secure progression in pupils’ spelling, punctuation and grammar.</p> <p>Develop a Spelling progression ladder to exemplify expectations across the school.</p> <p>Build on pupils’ understanding and skills to secure progression in RVE/RSE</p> <p>Ensure purposeful planning of History of Wales and Black history.</p> <p>Continue to develop outdoor learning across school.</p>	<p>Welsh Speaking Skills</p> <p>Continue to develop oracy skills in real life contexts</p> <p>Create a Welsh-rich environment.</p> <p>Ensure that Welsh is planned into cross curricular activities.</p> <p>Further improve the teaching and the learning environment to support the development of pupils’ independent learning skills.</p> <p>To monitor and evaluate the effectiveness of the timetabled play-based learning approach in Reception and Year 1 ensuring it supports pupil progress across all areas of learning.</p>	<p>Review of reading across the school</p> <p>Embed cross-curricular planning to ensure purposeful, integrated learning experiences.</p> <p>Further develop pupils’ independent learning skills, including problem-solving and self-assessment.</p> <p>Refine and enhance the play-based learning approach in Reception and Year 1, informed by monitoring and evaluation.</p> <p>Strengthen formative assessment to better identify next steps and support pupil progress.</p>
<b>Wellbeing, Care, Support and guidance</b>	<p>Continue to embed emotional and mental wellbeing provision.</p> <p>To further build on our positive approach towards wellbeing, equity and inclusion for all, with particular emphasis on breaking down barriers for <b>EAL learners.</b></p> <p>Continue to improve current attendance level.</p> <p>Evaluate effectiveness of sensory and well-being rooms</p>	<p>Deliver whole staff training on ADHD awareness and strategies to support pupils.</p> <p>Develop a whole-school ADHD strategy toolkit with agreed approaches and visual resources.</p> <p>Engage parents through workshops and resources to strengthen home-school partnership.</p>	<p>Evaluate Emotional and mental wellbeing provision.</p> <p>Pupil voice firmly embedded</p> <p>Continue to embed ALN provision to meet the needs of all learners.</p>
<b>Leading and Improving.</b>	<p>Evaluate and refine self-assessment systems</p> <p><b>Introduce new arrangements for Performance Development.</b></p> <p><b>Premises</b></p>	<p>Embed develop distributed leadership to improve strategic self-evaluation.</p> <p>Review effectiveness of SE systems</p> <p>Further development of leadership opportunities for all staff.</p>	<p>Evaluate and refine assessment systems</p> <p>Further development of leadership opportunities for all staff.</p> <p>Evaluate impact of outdoor learning and refine provision accordingly.</p>

**PLASMARL PRIMARY SCHOOL**  
**SDP 2025-2026**

	<ul style="list-style-type: none"> <li>-Review current H&amp;S, safeguarding procedures to ensure that they continue to meet requirements.</li> <li>-Basic first aid, CP, health and fire staff refresher training</li> <li>- Upgrade soft play area</li> <li>- <b>Phase 2 of new school heating system.</b></li> </ul>	<p>Ensure that the quality of teaching is consistent across the school, with a focus on the pedagogical approaches used to engage, motivate, and challenge learners.</p> <p>To implement the new on-entry assessment guidelines for Nursery, ensuring assessments are completed within the first six weeks of entry, and data is used to inform planning and early interventions.</p> <p><b>Premises</b> Review current H&amp;S, safeguarding procedures to ensure that they continue to meet requirements. First aid training for additional members of staff Painting internal walls /woodwork Work on drainage (ongoing) Begin to upgrade internal doors to FD30 -Phase 2 of new school heating system.</p>	<p><b>Premises</b></p> <ul style="list-style-type: none"> <li>-Review current H&amp;S, safeguarding procedures to ensure that they continue to meet requirements.</li> <li>-Continue to upgrade internal doors to FD30</li> <li>-Painting internal walls /woodwork</li> <li>-Phase 2 of new school heating system.</li> </ul>
--	---	--	---

**PLASMARL PRIMARY SCHOOL**  
**SDP 2025-2026**

**Policy Reviews**

Statutory and non-statutory policies are reviewed on an annual/biennial basis. They are presented to Governors for ratification via an explanation of any change necessary or new policy introduced. See policy review list and Governing Body minutes.

**ONGOING/BACKGROUND ACTIVITIES**

TARGET	TIMESCALE	PERSON RESPONSIBLE	COST
ALN Annual report to Govs	Summer term	ALN GOV /ALNCO	NIL
Analysis of data /pupil progress	Summer / Autumn term	NM/GT/LS/EM	£440 SUPPLY
Analysis of class data / pupil progress	Summer / Autumn Term	Teachers	Adds/Nil
IDP writing and reviews, PCR, ALN support timetable & intervention programs according to need (see provision mapping and intervention programs database)	Ongoing	ALNCO/ALN Team	ALNCO TIME
Pupil Voice groups	Half termly	NM/AT/HD/CS/GT/BM	NIL
Criw Cymraeg – Silver/ Siarter Iaith	Ongoing (1 day paperwork)	AT/BW/LS/NM/BM	£220 supply
Healthy Schools	Half termly	EM	NIL
MEGRT Monitoring and Record keeping	Annual survey	BM	MEGRT Grant
Reporting to parents /parents' consultations	Termly	Teachers	NIL
Curriculum monitoring/ standards	On-going program	AoLE teams	PPA TIME/Release
T&L monitoring	Termly	LS/NM/GT/EM/AoLE Leads	NIL
Performance development teachers	Autumn / Spring/ Summer	Team leaders / LS/NM	£440/PPA (SUPPLY)
NGRT & Nat tests- maths, English, Reading	Summer term	Teachers	Cost of tests
Analysis / feedback of tests	Summer Term	LS/NM/GT/EM	£220 supply
AoLE Team annual review of policies and Action plans	Ongoing	AoLE teams	PPA TIME
AoLE Teams cluster curriculum design	Termly	AoLE teams	£440 per term
Health & Safety checks eg Fire / Risk Assess.	Annual audit /Termly check	Health and Safety Team	£500 supply
Pupil / Parent / staff / Gov questionnaires	Autumn Biennially	LS/NM	NIL
ELKLAN/Wellcomm support for staff /pupils	On –going	SR/AP	Supply as required
Ed Psych and ALNCo planning	Annual meeting – Sept	ALNCO	ALNCO Time
Governor class visits and subject link meeting	Annual program	Leaders/Govs	NIL
Community Assemblies	Monthly program	RVE Leader	NIL
After School / extra-curricular clubs	Weekly program	Teachers	NIL
Safeguarding procedures and site security	Ongoing (termly staff reminders)	LS/SM	NIL

**PLASMARL PRIMARY SCHOOL**  
**SDP 2025-2026**

**[Review of previous year's priorities](#)**

This section summarises the evaluations against last year's targets. The Governing Body agreed the final evaluations through subcommittee meetings and a full governing body meeting.

**Review of previous year's priorities**  
**(September 2024 - July 2025)**

**Priority 1 (Teaching and Learning):**

- i) Continue to improve pupils' Welsh speaking skills.
- ii) To further secure progression in pupils' spelling, punctuation and grammar.
- iii) Build on pupils' knowledge, understanding and skills in RVE.

**i) Continue to improve pupils' Welsh speaking skills.**

The implementation of Welsh oracy games has enhanced pupils' engagement and development in the Welsh language. Pupils engage in varied and stimulating activities that cater to diverse learning styles. The competitive element fosters enthusiasm, creating a positive learning atmosphere. Pupils enjoy these games, which improves their attitude towards learning Welsh. Consequently, there is a noticeable increase in their confidence and proficiency in Welsh oracy skills, demonstrating the effectiveness of play-based strategies in language acquisition.

Teachers are using Welsh working walls, featuring key sentence patterns, which act as a learning tool, enabling pupils to read and understand more complex words and sentences. This approach enhances their writing by incorporating more complex patterns. The Welsh language is displayed in visible learning areas and communal spaces. These displays foster language acquisition and have boosted confidence in using the Welsh language.

Engaging pupils in outdoor games and activities through the medium of Welsh has provided numerous benefits, enhancing linguistic skills while promoting physical well-being. Recently, representatives from the Urdd visited our school, imparting knowledge of various games and activities across all classes, which enriched students' experiences and understanding of the Welsh language. We have also organised an upcoming series of lessons with the Urdd, focusing on team building and orienteering, fostering collaboration and problem-solving skills. Allocated playtime sessions allow the Criw Cymraeg to lead playground games, further encouraging the use of Welsh outside the classroom.

The Criw Cymraeg play an important role in enhancing the Welsh-language presence within the school. They engage with visitors in Welsh, showcasing their language skills. This has raised the profile of the Welsh language and culture. The efforts of Criw Cymraeg members contribute positively to the promotion of Welsh identity. Visits by our Criw Cymraeg to two neighbouring schools' Criwiau Cymraeg provided the children with the opportunity to practise their Welsh speaking skills in an authentic, peer-led setting, enhancing their confidence and fluency. The experience of interacting with pupils from other schools

**PLASMARL PRIMARY SCHOOL**  
**SDP 2025-2026**

allowed pupils to see Welsh being used in contexts beyond their own classrooms, reinforcing its value as a *living* language. Giving the pupils the chance to act as ambassadors for Plasmarl boosted their self-esteem and fostered a greater sense of responsibility towards the promotion of the Welsh language. These visits further embed our commitment to the Welsh culture and language

The Welsh language is actively promoted as an integral part of school life. Pupils use Welsh language patterns when ordering lunch at the start of the day. Welsh is featured throughout assemblies, including commands, instructions, and songs, enriching the collective experience. Staff employ Welsh sentence patterns across various school activities. Role play areas in the Lower Phase enable pupils to enhance their language skills in familiar contexts. Using Welsh in role play areas has helped pupils develop confidence in real life situations. For example, by ordering food in the café or visiting the doctor the pupils have naturally built up their vocabulary and communication skills.

Welsh assemblies play an important role in fostering a sense of community and cultural identity across the school. Led by the Criw Cymraeg, the fortnightly assemblies include the singing of Welsh songs and the re-introduction of Patrw m yr Wythnos. These assemblies recognise and celebrate pupils who consistently use Welsh throughout the school day, awarding them with a 'Seren yr Wythnos' certificate, promoting a positive attitude towards the language. Additionally, monthly Welsh singing assemblies allow pupils to experience traditional songs and contemporary Welsh artists, immersing them in Welsh culture through music.

We continue to celebrate Welsh events and study influential figures through various activities. Key occasions include Santes Dwynwen Day, Dydd Gwyn, Coch a Gwyrdd, Saint David's Day, and Welsh Music Day. Pupils participate in assemblies, competitions, and cultural experiences, which foster a deeper appreciation of Welsh identity. These celebrations help pupils cultivate pride in their culture while learning about the impactful individuals who have shaped Wales.

Careful planning ensures that the Welsh dimension is integrated into work across the curriculum. The concept of Cynefin plays an important role in this integration, allowing pupils to explore the history, culture, and geography of Wales, particularly focusing on our locality. Through expressive arts, pupils study Welsh artists and musicians, with the aim of fostering an appreciation of their heritage. After-school clubs further enhance this experience by offering opportunities in music and art linked to Wales; notably, our recent participation in the Urdd Eisteddfod art competitions. This approach helps pupils to understand their Welsh identity. Skills in independence and collaboration are developed through a 'bubbles and missions' strategy in class, promoting a Welsh mission aimed at enhancing language proficiency.

**ii) To further secure progression in pupils' spelling, punctuation and grammar.**

**Monitoring throughout the year has included learning walks/ listening to learners/ looking at books (across Years 3 to 6). A summary of our findings:**

- Most pupils express themselves clearly and effectively in written forms and decode effectively while reading.

**PLASMARL PRIMARY SCHOOL**  
**SDP 2025-2026**

- Nearly all pupils exhibit enthusiasm towards SPAG sessions. Their ability to articulate concepts such as verbs, bossy verbs, and adjectives indicates a developing understanding of grammatical terminology.
- Most pupils demonstrated proficiency in identifying and explaining various punctuation marks and their applications. However, while teachers effectively employ the marking policy to address spelling errors, opportunities for pupils to independently practise correcting these errors using iPads or dictionaries would enhance their learning experience.
- Most pupils displayed competent strategies for spelling new words, including leveraging root words along with suffixes and prefixes, which indicates their decoding abilities are improving. Although pupils showed an excellent understanding of different text types using the 'IPRIDE' model, the use of real-life texts could be expanded in both SPAG lessons and broader topics, in order to encourage deeper engagement.
- In many classes, the implementation of educational games in SPAG teaching is proving to be effective, as pupils articulated enthusiasm for their SPAG activities and expressed a willingness to challenge themselves. Further enhancements in the provision of SPAG games would support a deeper understanding of the material. Professional learning on 17/03/25 has addressed this.
- Most pupils effectively employed punctuation to clarify meaning in their writing. However, greater attention is required to explore the functions of adverbs, synonyms, nouns, and conjunctions (across all classes.)
- By Year 6, many pupils have developed an awareness of spelling patterns and are able to articulate how they utilise synonyms to elevate their writing quality. However, to challenge these more advanced learners, there is a need for further consolidation on higher-order punctuation. Pupils express interest in using spelling journals to reinforce their learning.

Overall, the information collected across these year groups demonstrates a consistent enthusiasm for SPAG instruction and a solid understanding among pupils. By addressing the identified areas for improvement, we will further improve pupils' literacy skills, ensuring they are equipped to express themselves clearly and effectively in their writing while also enhancing their reading proficiency.

**iii) Build on pupils' knowledge, understanding and skills in RVE.**

Training on the RVE agreed syllabus with the LA's RVE/RSE Adviser. Improvement in pupil skills in RVE have been demonstrated.

Many themes and activities have been integrated into the curriculum across different year groups, monitoring has shown an increase in pupil engagement

Reception pupils explored the world of religious festivals. Through activities centred around Diwali, Remembrance Day, and Christmas, the pupils were introduced to a range of cultural celebrations. An oracy task focused on the Nativity offered a platform for the children to express themselves, enhancing their speaking and listening skills. Year 1 pupils further explored religious festivals, exploring not only the narratives associated with Easter but also the core Christian beliefs that underpin these stories. They engaged in comparative studies, linking their lives in Swansea to the realities of an African tribe, which

**PLASMARL PRIMARY SCHOOL**  
**SDP 2025-2026**

nurtured their understanding of diversity. The recount writing task allowed them to conceptualise 'A Day in the Life of an African Tribe', while reading tasks based around Diwali enriched their knowledge of global cultures. Through the medium of the Welsh language, they engaged with the Nativity story and examined the Seven Days of Creation, fostering a real-world context on care for the environment.

In the Upper Phase, we have observed a noticeable increase in critical thinking and empathy. Year 3 involved lessons on Buddhism, where discussions centred around choices and consequences, encouraging pupils to reflect on moral dilemmas from a Buddhist perspective. The Christmas and Easter narratives were revisited in Welsh, enhancing their language skills.

Year 4 pupils explored the complex question of forgiveness. They empathised with biblical characters, discussing various perspectives, and hot-seated a Christian representative to delve deeper into real-life scenarios related to forgiveness. Pupils compared translations of the Bible, developing their comprehension of these texts. Year 5 pupils compared Christianity with Humanism, tackling questions such as, 'Is peace more valuable than money?' This culminated in a balanced argument activity and explored ethical issues surrounding veganism, encouraging students to consider how beliefs influence behaviours and society. Year 6 pupils also used authentic contexts, such as the Jewish perspective on the Gaza conflict and the values of Humanism through figureheads like Malala Yousafzai, Einstein, and Darwin. This integrated learning experience, linked to a school trip, provided a nuanced perspective on morality and ethical dilemmas.

The focus on RVE as a priority in our School Development Plan has resulted in increased student engagement and a deeper understanding of diverse faiths and beliefs. The breadth of themes covered this year has nurtured empathy and critical thinking in our pupils.

**Summary review of Priority 1 (Teaching and Learning)**

- **Pupils' Welsh speaking skills:**
- Oracy games have boosted enthusiasm, confidence, and Welsh language skills for most pupils.
- Working walls & displays have supported reading, writing, and visibility of Welsh.
- Outdoor activities & Urdd input have enhanced language use, teamwork, and well-being.
- Criw Cymraeg have promoted Welsh through leadership, peer practice, and ambassador roles.
- Everyday use of Welsh & role play has helped to embed Welsh in practical, real-life contexts for most pupils.
- Assemblies & celebrations have encouraged pride and cultural identity.

**ii) To further secure progression in pupils' spelling, punctuation and grammar.**

- Most pupils write clearly, decode effectively while reading, and show strong enthusiasm for SPAG lessons.
- Most pupils understand key grammatical concepts and punctuation use
- Educational games are boosting engagement, and expanding their use will deepen understanding.

**PLASMARL PRIMARY SCHOOL**  
**SDP 2025-2026**

- Further focus is needed on adverbs, synonyms, nouns, conjunctions, and higher-order punctuation, especially for older pupils.
- Spelling journals help consolidate learning and challenge advanced learners.

**iii) Build on pupils' knowledge, understanding and skills in RVE.**

- Greater pupil engagement with RVE.
- Broader understanding of diverse faiths and beliefs.
- Development of empathy, critical thinking, and deeper ethical awareness.

**Next steps: SDP Priority 1 (2025-26)**

- Continue to improve pupils' Welsh speaking skills
- We aim to introduce the 'Dewch i Drio' initiative, which will help parents learn basic Welsh language patterns. This will support families in their children's language learning.
- Further develop high quality approaches to teaching and learning to support skill development and effective pupil progress. **SDP Priority 1 (2025-26)**

**Priority 2 (Wellbeing, Care, Support and Guidance)**

To further build on our positive approach towards wellbeing, equity and inclusion for all, with particular emphasis on breaking down barriers for EAL learners.

Appointing an EAL Lead to oversee provision within the school means that we now have a dedicated advocate for EAL pupils. BM is responsible for co-ordinating all EAL-related initiatives, tracking student progress, and ensuring that teaching staff are equipped to address the diverse needs of EAL pupils.

To support this leadership role, tailored training was provided for both the EAL Lead and our teaching staff. This training focused on practical strategies that can be employed within the classroom, such as flexible grouping and effective differentiation. This has enabled us to better meet the needs of our EAL pupils, ensuring they are engaged and included in all learning activities. We have collaborated with the Local Authority's EAL advisory teacher who has helped us to develop cohesive strategies which we are effectively implementing across the curriculum. This is enabling EAL learners to reach their full potential. (Workshops on 03/02/25, 12/05/25 and 09/06/25)

Through the use of visual aids, including infographics, labelled diagrams, and charts, staff have been able to enhance comprehension, allowing pupils to grasp concepts even if they struggle with the language. Establishing word walls featuring commonly used terms and subject-specific vocabulary serves as a constant reference for EAL pupils, reinforcing key concepts.

## PLASMARL PRIMARY SCHOOL SDP 2025-2026

To further enhance our support for EAL learners, we have invested in bilingual resources. These resources facilitate communication within the classroom. Bilingual materials have helped to bridge the gap between their native language and English, promoting confidence and independence in learning.

Throughout the year we have encouraged EAL pupils to share aspects of their culture. This has been undertaken through presentations and cultural events, which has enriched the learning environment for all pupils. Pupils have presented in assemblies and have attended Governing Body meetings.

We have improved communication with parents, providing translated notes, texts, and emails to keep parents informed and engaged in their child's progress. BM has developed an online admission form which includes supplementary questions for EAL families. We have also used the immersive reader to enhance accessibility for EAL families, making it easier for them to navigate school communications. BM has devised a spreadsheet to track our EAL pupil progress across all age groups. This has enabled staff to plan appropriate targets from the Bell Foundation framework.

Collaboration with external agencies to run parenting and support sessions in the 'Rainbow Room' has created a welcoming space for families to connect and share their experiences. These sessions have reinforced our community approach to supporting EAL learners.

Establishing a dedicated team for the 'School of Sanctuary' initiative has furthered our commitment to inclusivity and support. This team raised awareness throughout the school community via ADDs sessions, ensuring that all staff are well-informed about the challenges faced by EAL students and the strategies in place to support them.

Embedding Sanctuary values across the curriculum and school policies has created a unified approach to inclusivity. We were awarded School of Sanctuary status in the Spring Term 2025. By cultivating an environment where diversity is celebrated, we ensure a safe, supportive and inclusive environment that supports academic, social and emotional development of our asylum seeker and refugee pupils.

Recording activities and gathering evidence, including photos and lesson planning, has enabled us to reflect on the effectiveness of our strategies and identify areas for further improvement.

### Summary review of Priority 2 (Wellbeing, Care, Support and Guidance)

- Appointment of a dedicated EAL Lead has provided clear strategic direction and accountability.
- Staff have benefited from practical, classroom-focused professional learning, ensuring more inclusive and effective teaching.
- Use of visual aids, word walls, and bilingual resources has enhanced comprehension and learner confidence.

## PLASMARL PRIMARY SCHOOL SDP 2025-2026

- Celebrating pupil diversity through cultural events and embedding Sanctuary values has helped to enrich the school community.
- Improved communication, tailored admissions processes, and supportive parent sessions have strengthened partnerships with EAL families.
- Award of School of Sanctuary status (Spring 2025) confirms the school's strong commitment to inclusion and good practice in supporting EAL learners.

### Next Steps:

- Expand the use of formative assessment tailored for EAL learners (language ladders, speaking/writing frames, success criteria linked to the Bell Foundation framework) *Maintenance target*
- To improve provision for pupils with ADHD by providing whole staff training and developing a consistent set of strategies to support attention, self-regulation, and learning

### SDP Priority 2 2025-26

### Priority 3 (Leading and Improving):

To embed the professional standards in the performance development review process for all staff.

We have an ongoing commitment to enhance teaching and learning standards within our school. Our focus on embedding the professional standards in the Performance Development Review (PDR) process is an important step forward, ensuring that all staff members play an active role in their professional development while contributing to the success of the pupils.

We have aligned Performance Development Review goals with the professional standards (WG) for teaching and leadership. Staff have evaluated their practice against these standards, enabling them to identify precise areas for improvement. This has helped to foster a culture of self-reflection, creating an environment where feedback is a tool for continuous improvement.

Staff have been encouraged to set challenging but attainable development priorities. This has led to advancements in pedagogical practices which have benefitted our pupils' learning experiences.

We have ensured that each staff member has a designated Professional Development Review partner, which has nurtured a collaborative approach to professional growth and has promoted accountability. Staff engage in regular dialogue which has provided mutual support.

The Professional Development Review meetings have offered an opportunity for reflection, dialogue, and planning. We feel that this has enriched the overall discussion around pedagogical practices and pupil achievement.

## PLASMARL PRIMARY SCHOOL SDP 2025-2026

As part of the professional development review cycle, staff have evaluated the progress made towards their development priorities against the success criteria established at the beginning of the process. This evaluation has measured individual achievements and has allowed for the identification of areas where additional support is required. This ensures that our professional development remains targeted to the changing needs of both staff and pupils.

We are currently evaluating the effectiveness of our school's professional development review procedures. We have achieved our aim of creating positive learning environments that promote high standards in teaching and also positively affect pupil achievement.

The ongoing journey of professional development is about individual achievements or competencies; but more importantly it is about the impact we have on our pupils. When our staff engage with the professional standards, reflecting on their practices, we have found that the end result is a more purposeful education for our pupils. By fostering a culture of continuous improvement, we can continue to raise the standards of education we provide.

### Summary review of Priority 3 (Leading and Improving)

- Embedding professional standards into the PDR process has strengthened consistency across teaching and leadership.
- Staff self-evaluation promotes continuous improvement and shared responsibility.
- Staff set challenging but realistic priorities, resulting in improvements in pedagogy.
- Enhanced teaching practices have enriched learning experiences and helped to raise pupil achievement.

### Next Steps:

- Use lesson observations, pupil voice, and progress data systematically to feed into PDR discussions \* *Maintenance target*
- To strengthen leadership across the school to ensure consistent, high-quality teaching and improve pupil progress through effective self-evaluation and engaging classroom practice.

### SDP Priority 3 2025-26

**PLASMARL PRIMARY SCHOOL**  
**SDP 2025-2026**

**STRATEGIC PRIORITY 1: Learning and Teaching**

<p><b><u>Teaching and Learning (IA1)</u></b></p> <p><i>Further develop high quality approaches to teaching and learning to support skill development and effective pupil progress.</i></p>	<p><b>Welsh oracy</b></p>	<p>Continue to improve pupils' Welsh speaking skills</p> <p style="text-align: center;">(ESTYN RECOMMENDATION)</p>
	<p><b>Independent learning</b></p>	<p>Further improve the teaching and the learning environment to support the development of pupils' independent learning skills</p>
		<p>To monitor and evaluate the effectiveness of the timetabled play-based learning approach in Reception and Year 1 ensuring it supports pupil progress across all areas of learning.</p>

**RATIONALE:**

- i) This was a recommendation made by ESTYN in the school's latest inspection (February 2024.) Our continued focus on improving Welsh – speaking skills will support pupils' academic and personal development, as well as aligning with the Welsh Government's national strategy of reaching one million Welsh speakers by 2050.
- ii) Learning walks and listening to learners have identified that some pupils lack confidence in working independently. Further improving teaching strategies and the physical learning environment will help embed a culture of independence and self-regulation across the school.
- iii) Our Reception and Year 1 classes are trialling a timetabled approach to play-based learning to better meet the developmental needs of our Lower Phase pupils. This approach aims to maintain engagement, enhance communication skills, and foster independence while still ensuring curriculum coverage and progression. We need to monitor and evaluate the effectiveness of this approach to ensure it has a measurable impact on pupil outcomes across all areas of learning. Monitoring will inform our decisions about longer-term implementation across the school.



**PLASMARL PRIMARY SCHOOL**  
**SDP 2025-2026**

<p>Create a Welsh-rich environment</p>	<p>Pupils use Welsh as a natural part of school life.</p>	<p>Celebrate Welsh events.</p> <p>Display helpful phrases in every room.</p> <p>Welsh visible in all learning spaces.</p> <p>Incorporate Welsh across AoLEs.</p> <p>Plan for Welsh 'missions' to be incorporated into activities.</p>	<p>AT/ BW All teachers. MW (gov)</p>	<p>Autumn '25 Spring '26 Summer '26</p>		
<p>Ensure that Welsh is planned into cross curricular activities.</p>	<p>The Welsh language is relevant and accessible across different contexts.</p>	<p>Engage pupils in topics about Welsh culture, history and geography to connect language learning with cultural identity.</p>	<p>AT/ BW All teachers. MW (gov)</p>	<p>Autumn '25 Spring '26 Summer '26</p>		<p>See Autumn Term Evaluation Timetable. (Sep/Oct '25) Book Looks Learning Walks – Oct '25 Lesson observations Feb '26 Learning walk July '26</p>
		<p>Introduce 'Dewch I Drio' which will teach parents basic language patterns.</p>	<p>AT/ BW All teachers. MW (gov)</p>	<p>Autumn '25 Spring '26 Summer '26</p>		<p>See Autumn Term Evaluation Timetable. (Sep/Oct '25) Book Looks</p>

**PLASMARL PRIMARY SCHOOL**  
**SDP 2025-2026**

<p>Reorganise the AoLE teams so that 2 members of staff who have been on the Welsh sabbatical are leading on Welsh,</p>	<p>A strategic plan for developing Welsh across the school is created, shared, and implemented.</p> <p>Regular AoLE meetings take place with clear actions focused on improving Welsh provision.</p>	<p>Appoint BW to lead Welsh alongside AT.</p>	<p>BW/AT</p>	<p>September '25</p>		<p>Learning Walks – Oct '25 Lesson observations Feb '26 Learning walk July '26</p>
---	--	---	--------------	----------------------	--	--

**Evaluation (Continuous):**

.

<p><b>ii) Further improve the teaching and the learning environment to support the development of pupils' independent learning skills</b></p>	<p>All classes reflect purposeful spaces that encourage independent learning. (As outlined by Curriculum for Learning Policy)</p> <p>All staff demonstrate a shared understanding of independent learning through the three enablers.</p>	<p>Conduct an audit of current learning environments to assess provision for independent skills. (Oct 2025)</p> <p>Implement dedicated areas, inside and out, that promote independent learning (e.g. resource stations, enquiry zones).</p>	<p>LS/NM All teachers/ support staff</p> <p>EM/AP</p>	<p>Autumn '25 Spring '26 Summer '26</p> <p>Autumn '25 Spring '26 Summer '26</p>	<p>Donations for additional classroom resources (e.g. independent learning materials, furniture).</p> <p>In house supply for staff CPD and professional learning. £1000</p>	<p>Learning Walks</p> <p>Book/Digital Looks</p> <p>Planning</p> <p>Environment</p> <p>Listening to learners</p> <p>Data</p> <p>Prof. Learning</p> <p>GB Visits</p>
---	---	--	---	---	---	--





**PLASMARL PRIMARY SCHOOL  
SDP 2025-2026**

	<p>Leaders and governors have a clear understanding of the effectiveness of play-based learning.</p> <p>Provision refined to maximise impact on learning.</p>	<p>Compare progress data termly.</p> <p>Identify strengths and areas for development.</p> <p>Report findings to governors and staff. Share outcomes of monitoring. Adjust provision based on evidence collected.</p>	EM/AP	Summer '26	Termly release time x 3 days = £650	<p>Updated action plans.</p> <p>GB minutes</p>
--	---	--	-------	------------	-------------------------------------	--

**Evaluation (Continuous):**

**Working with Governors:**

**Link Governors:** CG/HD  
 Governors invited to attend 'Dewch I Drio' sessions.  
 Invite to attend AoLE meetings.  
 L2L exercises, book looks and Learning Walks  
 Presentations to Curriculum Committee.

**Working with the community:**

Presentations and meetings with curriculum sub-committee.  
 Sharing practice with other schools/ colleagues.  
 Website resources provide information for parents to best support their child at home



**PLASMARL PRIMARY SCHOOL**  
**SDP 2025-2026**

**Support from others:**

LA School Improvement Adviser/ Curriculum Team signpost good practice in other schools  
Cluster planning of progression threads within AoLE to support consistency within and across schools in Welsh

Resource Implications including PL	Financial Implications	Source
In house supply for staff professional learning. £1000	£1000 approx	School budget
Additional classroom resources	£1200 approx	School budget

**STRATEGIC PRIORITY 2: Wellbeing, Care, Support and Guidance**

<u>Wellbeing, Care, Support and Guidance (IA2)</u>		
<i>Further develop the high focus on emotional, mental health and wellbeing for all pupils.</i>	<b>ALN</b>	To improve provision for pupils with ADHD by providing whole-staff training and developing a consistent set of strategies to support attention, self-regulation, and learning

**RATIONALE:**

The number of pupils with diagnosed ADHD in our school has increased. Many of these pupils face challenges with attention and self-regulation, which impacts their learning and well-being. Our staff work very hard to support individual needs. However, there is currently variation in confidence and consistency across the school in how best to meet the needs of pupils with ADHD. By prioritising whole-staff training we aim to ensure that all staff are equipped to continue to create inclusive classrooms that support attention, reduce anxiety, and promote positive engagement. This priority is aligned with our commitment to inclusive practice.



**PLASMARL PRIMARY SCHOOL**  
**SDP 2025-2026**

Sub Priorities	Intended Impact/ Success Criteria	Key Actions	Lead Person (to include governors)	Timeline	Funding (to include grant funding)	Link to Monitoring/Self Evaluation Activities that will give you evidence of impact on learners
<p>Deliver whole staff training on ADHD awareness and strategies to support pupils.</p> <p>Develop a whole-school ADHD strategy toolkit with agreed approaches and visual resources.</p> <p>Engage parents through workshops and resources to strengthen home-school partnership.</p>	<p>All staff trained Staff demonstrate increased knowledge and confidence Shared language and approach across school.</p> <p>Toolkit is shared with all staff and accessible in every classroom. Consistent strategies seen in practice across classes. Pupils with ADHD feeling supported.</p> <p>Parents/carers report improved understanding of ADHD. Improved consistency of strategies between home and school. Positive feedback from parents/carers.</p> <p>Improved engagement and self-regulation observed.</p>	<p>Engage external specialist (Ed Psych) Focus on understanding ADHD, behaviour, attention, and emotional regulation.</p> <p>Create a reference document for staff, to include classroom strategies and regulation resources</p> <p>Provide practical advice and shared strategies to ensure consistency.</p> <p>Track progress in behaviour, engagement, and attainment.</p>	<p>Rachel Jones (EP) LS/NM</p> <p>NM/LS/CK</p> <p>NM/LS/CK</p> <p>NM/LS/CK</p>	<p>October '25</p> <p>Autumn '25/ Spring '26</p> <p>From Oct '25</p> <p>NM/LS/ school staff</p>	<p>Release time 3 x days= £650</p> <p>Release days x 3 =£650</p>	<p>Learning walks to observe strategies in use.</p> <p>SLT review of toolkit. Pupil voice questionnaires. Observations of classroom practice</p> <p>Parent questionnaires. Attendance at workshops.</p> <p>Tracking (behaviour and attainment). Termly ALNCo reports</p>

**PLASMARL PRIMARY SCHOOL**  
**SDP 2025-2026**

	<ul style="list-style-type: none"> <li>• Reduction in behaviour incidents.</li> <li>• Improved progress for pupils with ADHD.</li> </ul>					
--	--	--	--	--	--	--

*Evaluation (Continuous)*

**Working with Governors:**

**Link Governors:** HD/BH  
Presentations and meetings with ALN sub-committee.

**Working with the community:**

Sharing resources with parents on website and events.  
Parent workshops on ADHD

**Support from others:**

LA SIA signposting for sharing practice with other schools and colleagues.

Resource Implications including CPD	Financial Implications	Source
Team meetings to map ALN provision – 2 days' supply x 2	£880	School Budget

**PLASMARL PRIMARY SCHOOL  
SDP 2025-2026**

**STRATEGIC PRIORITY 3:  
Leading and Improving**

<p><b><u>Leading and Improving (IA3)</u></b></p> <p><i>To strengthen leadership across the school to ensure consistent, high-quality teaching and improve pupil progress through effective self-evaluation and engaging classroom practice.</i></p>	<b>Distributed leadership</b>	Further develop distributed leadership to improve strategic self-evaluation.
		Ensure that the quality of teaching is consistent across the school, with a focus on the pedagogical approaches used to engage, motivate, and challenge learners.
	<b>Pupil Progress</b>	To implement the new on-entry assessment guidelines for Nursery, ensuring assessments are completed within the first six weeks of entry, and data is used to inform planning and early interventions.

**RATIONALE:**

i) All teachers have developed purposeful monitoring teams to improve self-evaluation processes. As a result, a more accurate evaluation against school targets have been drawn from a range of evidence. However, reports are often too descriptive and not evaluative. This has sometimes made the information unclear.

ii) Pedagogy is sound in our school. However, we have a new staff member joining us and we have re-structured staff for September 2025. We need to ensure consistency across and between year groups in order to ensure that our learning environment is as effective as possible.

iii) The Welsh Government's revised on-entry assessment guidelines for Nursery emphasise the importance of assessing pupils' developmental stages within the first six weeks of entry, in order to provide a clear understanding of each child's strengths and areas for development.

**PLASMARL PRIMARY SCHOOL**  
**SDP 2025-2026**

We need to implement these guidelines with consistency to ensure that Lower Phase staff gather meaningful information to inform planning and put early interventions in place where needed. We feel that this is particularly important in supporting pupils with additional learning needs (ALN), those from disadvantaged backgrounds, and those with English as an additional language. This priority supports the core principles of the **curriculum including equity and progression.**

Sub Priorities	Intended Impact/ Success Criteria	Key Actions	Lead Person (to include governors)	Timeline	Funding (to include grant funding)	Link to Monitoring/Self Evaluation Activities that will give you evidence of impact on learners (Reference documents or pages of documents from quality assurance timetable)
i) Further develop distributed leadership	<p>All teachers understand and contribute to a robust school improvement process</p> <p>Middle leaders confidently leading monitoring and evaluation activities.</p> <p>Evidence is regularly gathered from multiple sources (data, lesson observations, pupil voice)</p>	<p>Provide training so that all teachers contribute effectively to school improvement.</p> <p>Ensure clear roles and responsibilities</p> <p>Model Quality Assurance (HT/DHT)</p> <p>Develop a self-evaluation calendar that assigns monitoring tasks to <b>different leaders.</b></p>	<p>LS/NM All teachers. CG (CoG)</p> <p>GT/EM</p>	From Autumn 2025	Professional Learning Grant	<p>ADDs sessions. Oct/Nov '25 Feb/March '26</p> <p>Completed monitoring proformas, meeting minutes</p> <p>Reports to GB (Termly)</p>

**Evaluation (continuous):**

ii) Ensure that the quality of teaching is consistent across	Consistent high-quality teaching across the school.	Revisit Curriculum for Learning Policy.	LS/NM/staff	Autumn 2025	Supply cover 5 days= £1100	ADDs Meeting Minutes
--	---	---	-------------	-------------	----------------------------	----------------------

**PLASMARL PRIMARY SCHOOL**  
**SDP 2025-2026**

<p>the school, with a focus on the Staff pedagogical approaches used to engage, motivate, and challenge learners.</p>	<p>Teachers having quality time for focused reflection on teaching and learning. A strong focus on pedagogy.</p> <p>Shared teaching practice, greater self-awareness. Enriched pupil learning.</p> <p>Better recall of prior knowledge, greater comprehension, better development of knowledge.</p> <p>Self-reflection, shared practice and methodologies.</p>	<p>Ensure that the quality of teaching is consistent across the school, with a focus on the pedagogical approaches used to engage, motivate, and challenge learners.</p> <p>Re-organise 'Trust trios' – where teachers work in teams to observe one another's lessons.</p> <p>Teachers visiting other schools to observe teaching and learning</p>		<p>Autumn 2025/ Spring 2026</p> <p>Autumn 2025</p> <p>Spring 2025</p>		<p>Reports to "Curriculum Sub Committee"</p> <p>Feedback to SLT.</p> <p>School PL record</p>
---	--	--	--	---	--	--

**Evaluation (continuous):**



**PLASMARL PRIMARY SCHOOL**  
**SDP 2025-2026**

	outcomes. Parents informed of their child's starting points and next steps		Nursery teacher			
--	--	--	-----------------	--	--	--

**Evaluation (continuous):**

**Working with Governors:**

Presentations to Governor Body meetings.  
Learning walks.

**Working with the community:**

S2S / networking

**Support from others:**

LA School Improvement Adviser to signpost good practice.

Resource Implications including PL	Financial Implications	Source
Supply cover to allow staff to attend assessment training. Supply cover 5 days	£880 £1000	Professional Learning Grant School budget

**PLASMARL PRIMARY SCHOOL**  
**SDP 2025-2026**

**Summary of Professional Learning**

Our Governing Body considers the professional learning needs of ALL staff, including leadership development, in relation to achieving the school improvement priorities. This is subject to change as courses become available.

Priority	Activity	Staff Group	Costs
<b>Curriculum, Teaching &amp; Learning</b>	Welsh/ Siarter Iaith	Teachers	ADDs No cost
	Play based learning	Teachers	ADDs No cost
	Literacy – high level sentences	All staff	ADDs No cost
	Lit/Num - Leaders termly course	Lit/Num leads	Annual subscriptions – TT Rockstars £230 Nessy Reading/Spelling £802
	Using AI to support LLC	Teachers	ADDs No cost
	Independent learning	Teachers	ADDs No cost
	Slot Drillio	All staff	ADDs No cost
	Language patterns PS 1 and 2	Lower Phase staff	Supply £220
	Training on professional standards	All staff	ADDs No cost
	Spelling strategies	All staff	ADDs No cost
<b>Well-being, Care, Support and Guidance</b>	ALNCo training – various training courses	ALNCo	No cost
	Trauma Informed Practice ( refresher)	All staff	No cost
	ELSA training /supervision	TA	No cost
	ADHD ( Led by EP)	All staff	No cost
	Advanced Trauma Practitioner training	Wellbeing Officer	No cost
	Signs of Safety course	Wellbeing Officer	No cost
	My Concern	All staff	Subscription-£720
	EAL Primary Network meetings	EAL lead	No cost
	The Bell Foundation Assessment tool	All staff	No cost

**PLASMARL PRIMARY SCHOOL**  
**SDP 2025-2026**

<b>Leading and Improving</b>	Training on new on-entry assessment guidelines for Nursery,	Nursery Staff	<b>No cost</b>
	Training on Performance Development	HT/DHT	No cost
	Health & Safety (Mandatory)	SLT	No cost
	Safeguarding - Child Protection	All staff	No cost
	Estyn Training	HT	No cost
	Self- Evaluation training	All teachers	10 days' supply - £2200
	DHT network meetings	DHT	No cost
	Coaching approaches to school leadership	DHT/HT	No cost
	Training on teaching standards	All teachers	No cost

**PLASMARL PRIMARY SCHOOL**  
**SDP 2025-2026**

[SDP Checklist](#)

SDP requirement	RAYG	Comments
Does a clear vision set the context for the SDP? In order for the school to make sustained improvements and move forward, it needs to have a clear purpose that is shared and understood by all. In setting its vision, a school should consider the context in which it operates and agree a vision that is both motivational and achievable, and is underpinned by solid practical strategies.		Vision statement can be found at the start of the document. Bold statement regarding whole-school approach to well-being also included in SDP.
In drawing up the SDP, has school performance information been considered? (A SDP will be informed by the regular self-evaluation a school undertakes of its own performance and contextual data)		The rationale for each priority explains what has been considered.
National priorities in regulations are: (a) raising the standards of education in relation to literacy and numeracy; and (b) reducing the impact of poverty on educational attainment;		Each priority allows school leaders to link it to national priorities such as CfW and SLOs.
Is there evidence of monitoring, review and revision of the SDP? Is it a live document? How are revisions reported?		Each current priority has a narrative section.
<b>Consultation</b> In preparing or revising a school development plan the governing body must consult— (a) the head teacher of the school (if that person is not a member of the governing body); (b) registered pupils at the school; (c) parents of registered pupils; (d) school staff; and (e) such other persons as the governing body considers appropriate.		Given in the 'context of the plan' section.
<b>Professional development strategy</b> Details of the governing body's strategy for the current school year as to how it will further the professional development of staff at the school in order to meet the school improvement targets.  Does it include all staff and leadership development?  It will provide a context for the performance management process for all staff. How does the school use the professional standards?		Each priority lists professional learning required to realise it and this is combined in a summary towards the end of the plan. The school will also take advantage of appropriate professional learning opportunities as they arise.

**PLASMARL PRIMARY SCHOOL**  
**SDP 2025-2026**

<p><b>Working with the community</b> Details of how the governing body will seek to meet the school improvement targets for the current school year by working with parents/carers of learners at the school, local residents, other schools, agencies and businesses, in seeking to achieve the school improvement priorities.</p>		<p>Each priority considers how the community can contribute to its realisation.</p>
<p><b>School staff and school resources</b> Details of how the governing body will make best use of the— (a) current school staff and school resources (including its financial resources) to meet the school improvement targets for the current school year; and (b) school staff and school <b>resources (including financial resources)</b> the governing body anticipates will be available to it to meet the school improvement targets for the next 2 school years immediately preceding the current school year.</p>		<p>Staff roles and responsibilities are clearly indicated along with costs of staff activity and resources.</p>
<p><b>Previous targets</b> A brief statement setting out the extent to which the school improvement targets for previous school year were met and where they were not met fully a brief explanation as to the reasons for that failure. Schools should evaluate the effectiveness of targets that have been achieved, in terms of raising standards and improving outcomes for all learners.</p>		<p>A review of the previous priorities is included.</p>
<p>Clearly sets out actions the school will take in order to achieve its targets.</p>		<p>Each priority lists actions and offers an opportunity for the school to signpost evidence that informed the inclusion of said actions.</p>
<p>Clearly sets out expected outcomes because of achieving those targets. Outcomes should focus on the core purpose of school development planning, raising standards and improving outcomes for all learners.</p>		<p>Each priority considers what success will look like.</p>
<p>Clear success criteria and milestones against which intended improvements can be evaluated.</p>		<p>Success criteria (see above). Milestones included in actions.</p>
<p>The plan covers a rolling three-year period with year 1 containing detailed priorities and years 2 and 3 capturing high-level priorities and targets</p>		<p>High-level priorities for years 2 &amp; 3 are articulated within the plan.</p>