



## **PLASMARL PRIMARY SCHOOL DEVELOPMENT PLAN 2026- 2027**

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 2026-2027**

| <b>Contents</b>                                                        |                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <a href="#"><u>School Vision, context and plan context</u></a>         | <b>Priorities 2026-2027:</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><br/> <a href="#"><u>Teaching and Learning (IA1)</u></a><br/>           Strengthen oracy through high-quality play-based learning and purposeful opportunities for independence.<br/>           (Oracy/ independent learning)</p>                                            |
| <a href="#"><u>Summary of Priorities 2026-2027</u></a>                 | <p style="text-align: center;"><b>Priority 2</b><br/> <a href="#"><u>Wellbeing, Care, Support and Guidance (IA2)</u></a><br/>           Strengthen whole-school relational practice to improve relationships, behaviour, and pupil wellbeing.<br/>           (Behaviour)</p>                                                 |
| <a href="#"><u>The school improvement priorities – 3-year plan</u></a> | <p style="text-align: center;"><b>Priority 3</b><br/> <a href="#"><u>Leading and Improving (IA3)</u></a><br/>           Build the capacity of middle and senior leaders to lead school improvement that results in better progress and outcomes for all learners.<br/>           (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 2026-2027**

**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 2026-2027

#### [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 six full-time teachers and four part-time teachers working alongside seven full-time and eight 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. 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 35.5% 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 34.5% of pupils are in receipt of free school meals (FSM) which is 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 2026-2027

### [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 2026-2027

### 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 2026-2027**

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.

**PLASMARL PRIMARY SCHOOL**  
**SDP 2026-2027**

Grant Finance 2026-2027 (Financial Year)

| Source of Funding            | Purpose                                                                                                                                                                                                                                        | Sum      | Cross-referenced to priorities in the SDP |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------------------------------------|
| LAEG                         | 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 | £113,781 | Priority 1                                |
| Pupil Development Grant      | <b>Reducing education inequalities and a focus on Equity and Wellbeing for every learner</b><br>Breaking the link between disadvantage and educational attainment.                                                                             | £95,471  | Priority 1 and 2                          |
| MEGRT                        | Supporting pupils with English as an additional language                                                                                                                                                                                       | £10,846  | Priority                                  |
| Professional Learning        | To develop staff knowledge and understanding of the Curriculum for Wales                                                                                                                                                                       | £5,744   | All priorities                            |
| ALN                          | Staffing for interventions                                                                                                                                                                                                                     | £4,938   | Priority 1                                |
| Curriculum Reform            | To support education-reform initiatives.                                                                                                                                                                                                       | £2,253   | All priorities                            |
| Enhanced Inclusion Provision | To provide targeted support for pupils with complex ALN                                                                                                                                                                                        | £25,000  | All priorities                            |

**PLASMARL PRIMARY SCHOOL**  
**SDP 2026-2027**

**Summary of priorities 2026 -2027**

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><br><u>Teaching and Learning (IA1)</u><br>Strengthen oracy through high-quality play-based learning and purposeful opportunities for independence.<br>(Oracy/ independent learning)                                            | Proficiencies: <ul style="list-style-type: none"> <li>• Pedagogy</li> <li>• Learner Development</li> <li>• Assessment</li> <li>• Collaboration</li> </ul>                                                      | IA1 – Teaching and Learning<br>IA3 – Leading and Improving                | A7– name and nationality<br>A8 - identity                    |
| <b>Wellbeing, Care, Support and Guidance (IA 2)</b> | <b>Priority 2</b><br><u>Wellbeing, Care, Support and Guidance (IA2)</u><br>Strengthen whole-school relational practice to improve relationships, behaviour, and pupil wellbeing.<br>(Behaviour)                                                 | <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<br>IA3 – Leading and Improving | A3- do the best for a child.<br>A29 – be the best you can be |
| <b>Leading and Improving (IA 3)</b>                 | <b>Priority 3</b><br><u>Leading and Improving (IA3)</u><br>Build the capacity of middle and senior leaders to lead school improvement that results in better progress and outcomes for all learners.<br>(Distributed leadership/pupil progress) | <ul style="list-style-type: none"> <li>• Curriculum and standards knowledge</li> <li>• Monitoring and evaluation</li> <li>• Self-evaluation processes</li> </ul>                                               | IA3 Leading and Improving<br>IA1 – Teaching and Learning                  | A28 – an education<br>A3 – do the best for a child           |

**PLASMARL PRIMARY SCHOOL**  
**SDP 2026-2027**

| 3 year plan                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Aspect                                       | 2025-26                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 2026-27                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 2027-28                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Learning – Teaching and Learning</b>      | <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>Strengthen oracy through high-quality play-based learning and purposeful opportunities for independence.</p> <p>Welsh and English oracy.</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. Introduce to Nursery and Year 2.</p> <p>Strengthen formative assessment to better identify next steps and support pupil progress.</p> | <p>Strengthen whole-school reading through consistent approaches to decoding, fluency, vocabulary and comprehension.</p> <p>Deepen Welsh and English oracy through structured talk routines and purposeful opportunities for high-quality dialogue.</p> <p>Embed integrated cross-curricular planning to ensure coherent, purposeful learning experiences across AoLEs.</p> <p>Extend high-quality play-based learning across Nursery–Year 2, informed by monitoring and evaluation.</p> <p>Strengthen formative assessment to better identify next steps and accelerate pupil progress.</p> <p>Develop independent learners with strong problem-solving, self-assessment and reflection skills.</p> |
| <b>Wellbeing, Care, Support and guidance</b> | <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>Strengthen whole-school relational practice to improve relationships, behaviour, and pupil wellbeing. ('When the Adults Change')</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>                                                                                                                                                                                                                                                                                                        | <p>Strengthen whole-school relational practice further, embedding consistent adult behaviours and restorative approaches.</p> <p>Evaluate and refine emotional and mental wellbeing provision to ensure support is responsive, preventative, and clearly understood by pupils and families.</p> <p>Embed pupil voice more deeply across all areas of school life, ensuring learners influence decisions about wellbeing, behaviour, and support.</p>                                                                                                                                                                                                                                                 |

**PLASMARL PRIMARY SCHOOL**  
**SDP 2026-2027**

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Enhance ALN provision to ensure needs are identified early and met consistently through high-quality, inclusive practice.                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Leading and Improving.</b> | <p>.Embed develop distributed leadership to improve strategic self-evaluation.<br/>Review effectiveness of SE systems<br/>Further development of leadership opportunities for all staff.<br/>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.<br/>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><br/>Review current H&amp;S, safeguarding procedures to ensure that they continue to meet requirements.<br/>First aid training for additional members of staff<br/>Painting internal walls /woodwork<br/>Work on drainage (ongoing)<br/>Phase 2 of new school heating system.</p> | <p>Build the capacity of middle and senior leaders to lead school improvement that results in better progress and outcomes for all learners.<br/>Distributed leadership/pupil progress.<br/>Evaluate and refine assessment systems<br/>Further development of leadership opportunities for all staff.<br/>Evaluate impact of outdoor learning and refine provision accordingly.</p> <p><b>Premises</b><br/>-Review current H&amp;S, safeguarding procedures to ensure that they continue to meet requirements.<br/>-Begin to upgrade internal doors to FD30<br/>-Painting internal walls /woodwork<br/>-Phase 2 of new school heating system, and re-decoration of areas affected by the installation.</p> | <p>Embed distributed leadership so that middle and senior leaders consistently lead high-impact improvements.<br/>Strengthen the effectiveness of assessment systems.<br/>Consolidate leadership development pathways for all staff.<br/>Embed outdoor learning as a core pedagogical approach.</p> <p><b>Premises</b><br/>Complete and enhance safeguarding and H&amp;S systems<br/>Continue fire-safety upgrades, including further door replacements.<br/>Implement a rolling refurbishment programme<br/>Develop a long-term premises maintenance and improvement plan</p> |

# PLASMARL PRIMARY SCHOOL

## SDP 2026-2027

### 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 2026-2027

### 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 2025 - July 2026)

##### Priority 1

##### Teaching and Learning (IA1)

Further develop high-quality approaches to teaching and learning to support skill development and effective pupil progress.

**i) Welsh oracy** Continue to improve pupils' Welsh speaking skills (ESTYN RECOMMENDATION)

##### Evaluation

The appointment of an additional staff member to the LLC AOLE has helped with the creation of a more strategic plan for the development of Welsh across the school. Both members of staff leading Welsh have participated in the Welsh sabbatical.

Learning walks have shown that Welsh oracy games have enhanced pupils' engagement and development in the Welsh language. Pupils engage in varied activities that cater to diverse learning styles. Pupils enjoy the games, which improves their attitude towards learning Welsh. There is a noticeable increase in their confidence and proficiency in Welsh oracy skills.

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.

We have 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.

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

## PLASMARL PRIMARY SCHOOL

### SDP 2026-2027

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 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 weekly assemblies include the singing of Welsh songs and Patrwm 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, 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, 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 individuals who have shaped Wales.

Careful planning ensures that the Welsh dimension is integrated into work across the curriculum. Our theme in the Autumn Term was 'Caru Cynefin'. This allowed the pupils to explore the history, culture, and geography of Wales, particularly focusing on our locality. The culmination of the work throughout the Autumn Term was an exhibition of the art work the children had produced after studying the work of various Welsh artists. Through expressive arts, pupils studied Welsh artists and musicians, with the aim of fostering an appreciation of their heritage. Skills in independence and collaboration are developed through a 'bubbles and missions' strategy in class, promoting a Welsh mission aimed at enhancing language proficiency.

During the Summer Term, our pupils visited two schools in Swansea, using their Welsh to chat and ask questions. This enabled the pupils to realize that their Welsh actually works in the real world. In our school surveys, the number of children who feel confident speaking Welsh to people they don't know jumped from 42% at the start of the year to 85% by the summer.

Pupils have begun to run a Welsh fruit tuck shop, serving customers, giving change, and handling stock - all bilingually. Pupils naturally use Welsh vocabulary and phrases. This has enabled them to feel that their Welsh is useful and practical.

The introduction of the weekend Welsh mascot initiative has successfully extended the Welsh-medium ethos of the school into the home environment. By providing scaffolded, accessible language patterns alongside the mascot, we are attempting to break down barriers for non-Welsh-speaking households. This has resulted in an increase in parental participation and has fostered a collaborative home-school approach to the *Siarter Iaith* framework.

Our School Improvement Advisor worked closely with our Welsh lead this term to carry out focused learner listening activities in Welsh and to co-write an evaluation of provision. This collaborative approach strengthened the accuracy of our self-evaluation and ensured that pupil voice shaped our understanding of current strengths and areas for development. The process had a clear impact: pupils reported feeling more confident that their views

## PLASMARL PRIMARY SCHOOL

### SDP 2026-2027

were valued, while staff benefited from targeted professional dialogue. This dialogue deepened their understanding of learner needs and supported more consistent practice across the phase.

One of our teachers was recently filmed delivering a PE lesson using Welsh. This showcased effective language modelling and purposeful use of Welsh in a practical context. The recording was later shared as an example of strong practice during a headteacher cross-phase meeting. This supported professional dialogue around embedding Welsh across the curriculum. This work has had a positive impact on pupils, who benefit from increased exposure to authentic Welsh language use in an active and engaging environment. Staff also gained from seeing a relatable example of what effective Welsh-medium practice looks like beyond the classroom.

#### ii) Further improve the teaching and the learning environment to support the development of pupils' independent learning skills

##### Evaluation:

Strong progress has been made in developing pupils' independent learning skills. The whole-school audit in October provided a clear baseline and guided improvements to classroom organisation. As a result, dedicated indoor and outdoor areas that promote independence (such as resource stations and enquiry zones) are now established and being used effectively by pupils. Teachers have introduced a wider range of problem-solving activities, and pupils are already showing greater confidence and resilience within their learning. Revisiting the progression framework has ensured alignment with the Curriculum for Wales and supported more coherent planning.

Several staff members visited another school in Swansea (10/02/26) to view best practice in independent learning (Upper Phase.) This was part of our ongoing work to strengthen pupil autonomy and consistency across the curriculum. The visit was positive and confirmed that our current approaches align closely with recognised good practice; teachers reported that the strategies observed were very similar to those already embedded in our classrooms. This validation has had a positive impact: staff returned with increased confidence in the quality of our provision and a stronger shared understanding of what effective independent learning looks like. For pupils, this has reinforced stable, consistent expectations across classes, supporting greater independence, and improved engagement in self-directed tasks.

Overall, the learning environment and teaching approaches are increasingly enabling pupils to take responsibility for their learning, with clear impact evident across the school.

A group of teachers from a Cardiff school visited us in the Summer term to observe independent learning practice across our classrooms. The visit provided valuable opportunities for professional dialogue, enabling practitioners from both schools to share approaches and reflect on effective pedagogy. Staff reported that the discussions were constructive and reinforced confidence in the quality of our own provision. This exchange of practice has had a

## PLASMARL PRIMARY SCHOOL

### SDP 2026-2027

positive impact - teachers strengthened their shared understanding of what high-quality independent learning looks like. Pupils benefit from staff who are able to refine routines that promote engagement, and self-directed learning.

Monitoring activities in the Spring and Summer term, including learning walks and lesson observations, demonstrate that all staff have developed a shared understanding of independent learning through the implementation of the three enablers. Across the school, staff apply a common language and approach, ensuring that expectations for independent learning are clear and consistent for pupils.

As a result of this consistent practice, most pupils demonstrate an increased ability to work independently and apply problem-solving skills when faced with challenges. During lessons, pupils show greater resilience and are increasingly able to select appropriate strategies and resources to support their learning without immediate adult intervention.

Pupil engagement has improved, particularly during self-directed learning opportunities. Most pupils approach tasks with increased confidence, sustain concentration for longer periods, and demonstrate greater ownership of their learning. They are becoming more reflective learners who can make decisions about how best to complete tasks and overcome barriers to success.

Evidence from observations and scrutiny of learners' work indicates that all staff are implementing consistent approaches to support the development of independent learning skills. This consistency has contributed to a positive learning culture in which pupils understand expectations and can transfer independent learning behaviours across different areas of the curriculum.

Most pupils' progress in developing independent learning skills is clearly visible. Pupils are demonstrating increased confidence, and independence in their approach to learning, supporting improved engagement and outcomes

**iii) 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.**

#### **Evaluation (Continuous):**

Good progress has been made in strengthening the consistency and purpose of the play-based learning approach in Reception and Year 1. Clear expectations for high-quality play-based learning have been established and shared with all staff, ensuring a common understanding of the purpose and intended outcomes. Professional learning (including modelling of effective practice) has supported staff in recognising how play can be used to extend learning and deepen pupils' skills across the curriculum. Regular monitoring of play-based sessions has taken place, providing an insight into the quality

## PLASMARL PRIMARY SCHOOL

### SDP 2026-2027

of provision and the effectiveness of adult interactions. Evidence collected shows that pupils are increasingly engaged in purposeful play that promotes language development, problem-solving, early literacy and numeracy, and social skills. Staff are becoming more confident in tracking progress within play, beginning to use observations to inform next steps in learning. Overall, the approach has become more consistent, with early signs that pupils are benefiting from richer learning experiences and improved progression across key curriculum areas. The school is well-placed to continue refining practice and strengthening the impact of play-based learning as the year progresses. A visit is planned to Ebbw Vale (*Buds to Blossom*) to observe good practice by members of our Reception and Year 1 team.

Monitoring activities in the Spring term indicate that staff have developed a secure understanding of the rationale and expectations for play-based learning. Staff recognise the importance of play in supporting children's holistic development and understand how purposeful play contributes to progression across the curriculum.

The visit to *Buds to Blossoms* strengthened staff understanding of child-led, inquiry-rich pedagogy and led to purposeful changes in learning environments. These changes have improved pupil engagement and independence.

There is a consistent approach to play-based learning across Reception and Year 1. Staff have worked collaboratively to establish shared expectations and effective practices, resulting in a coherent learning experience for pupils as they progress through the Foundation Learning phase. This consistency supports smooth transitions and helps children to engage confidently in familiar routines and learning opportunities.

Staff confidence in planning and delivering purposeful play has increased. Practitioners are increasingly skilled in creating engaging learning environments, facilitating high-quality interactions, and using observations to inform next steps in learning. Planning demonstrates a clearer focus on the intended learning outcomes and the role of adult support in extending children's thinking and learning.

Children are highly engaged in a range of stimulating and meaningful learning experiences. Observations show that pupils sustain interest in activities, collaborate effectively with peers, and demonstrate creativity and independence in their learning. They are increasingly able to make choices and solve problems.

Planning for play-based learning has improved significantly. Learning experiences are carefully designed to provide opportunities for pupils to develop and apply knowledge, skills, and understanding across Areas of Learning and Experience. Staff are making effective use of observations and assessment information to ensure activities meet learners' needs and interests.

Evidence gathered through observations, pupil progress information, and listening to learners demonstrates that play-based learning is having a positive impact on pupil progress. Children are developing key literacy, numeracy, communication, and personal skills through purposeful play experiences. Clear

## PLASMARL PRIMARY SCHOOL

### SDP 2026-2027

links between play activities and curriculum outcomes are evident in planning and classroom practice, ensuring that learning remains focused and progressive.

Overall, the development of play-based learning has strengthened teaching and learning across Reception and Year 1, resulting in improved pupil engagement, enhanced learning experiences, and positive outcomes for children.

- **Summary review of Priority 1 (Teaching and Learning) STRENGTHS and NEXT STEPS**
  - i) **Welsh oracy** - Continue to improve pupils' Welsh speaking skills

#### STRENGTHS

- Stronger strategic leadership for Welsh following the appointment of an additional LLC staff member and both Welsh leads completing the sabbatical. High levels of pupil engagement and confidence through Welsh oracy games and varied activities that support different learning styles.
- Improved reading and writing supported by Welsh working walls, sentence patterns and visible language displays across the school.
- Welsh used authentically beyond lessons, including ordering lunch, assemblies, playground games and role-play areas.
- Criw Cymraeg highly effective in promoting Welsh language and culture, leading assemblies, greeting visitors and raising the profile of Welsh identity.
- Strong cultural enrichment through events, celebrations and curriculum themes such as *Caru Cynefin*, culminating in high-quality expressive arts outcomes.
- Real-world Welsh experiences (e.g., Swansea school visits) significantly increased pupil confidence from 42% to 85%.
- Practical bilingual initiatives like the Welsh fruit tuck shop build functional language skills.
- Weekend Welsh mascot successfully extends Welsh into the home and increases parental engagement.
- Robust self-evaluation strengthened through collaboration with the School Improvement Advisor and learner listening activities.
- Effective modelling of Welsh across the curriculum, including filmed Welsh-medium PE lessons shared as strong practice

#### NEXT STEPS:

- Continue strengthening strategic leadership to ensure consistency and sustainability across the LLC team.
- Embed Welsh oracy games and sentence patterns even more consistently across all classes and phases.
- Develop further opportunities for authentic Welsh use, including community links, cross-school collaboration and real-life scenarios.
- Extend the use of Welsh working walls to ensure consistent quality and impact across the school.
- Increase opportunities for Criw Cymraeg to lead initiatives and influence whole-school practice.
- Enhance parental engagement by expanding the mascot initiative and providing simple language scaffolds for families.
- Build on cultural and expressive arts work to deepen pupils' understanding of Welsh heritage and identity.
- Strengthen monitoring and evaluation to ensure Welsh is embedded consistently across subjects and phases.
- Share strong practice more widely across staff, using filmed lessons and peer observation to support confidence.

## PLASMARL PRIMARY SCHOOL

### SDP 2026-2027

- Make oracy a priority in SDP 2026-27

#### ii) Further improve the teaching and the learning environment to support the development of pupils' independent learning skills

##### STRENGTHS

- Whole-school audit provided a clear baseline and led to improved classroom organisation that supports independence.
- Indoor and outdoor independent learning areas (resource stations, enquiry zones) are now well-established and used effectively by pupils.
- Pupils show increased confidence, resilience and problem-solving skills through a wider range of independent tasks.
- Revisiting the progression framework strengthened alignment with Curriculum for Wales and improved planning.
- Cross-school visits (Swansea and Cardiff) validated current practice and boosted staff confidence and shared understanding.
- Monitoring shows consistent implementation of the three enablers across all classes, creating clear expectations for pupils.
- Most pupils demonstrate stronger independence, sustained engagement and greater ownership of their learning.

##### NEXT STEPS:

- Strengthen consistency further by refining routines and expectations across all phases.
- Continue developing problem-solving opportunities that deepen resilience and autonomy.
- Build on cross-school collaboration to share practice and maintain staff confidence.
- Enhance independent learning areas to ensure they remain purposeful and progressive.
- Increase opportunities for pupils to make decisions about resources, strategies and approaches.
- Continue monitoring to ensure the three enablers remain embedded and impactful across the curriculum.

#### iii) 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.

##### STRENGTHS

- Clear expectations for high-quality play-based learning established across Reception and Year 1, leading to consistent practice.
- Professional learning and modelling have strengthened staff confidence in planning and delivering purposeful play.
- Indoor and outdoor environments now promote independence, enquiry and rich learning experiences.
- Monitoring shows pupils highly engaged in meaningful play that develops language, problem-solving, early literacy, numeracy and social skills.
- Staff increasingly use observations to inform next steps, improving progression and coherence.
- Visits to Buds to Blossoms strengthened understanding of child-led, inquiry-rich pedagogy and led to purposeful improvements in learning environments.
- Children demonstrate greater independence, creativity and sustained engagement across activities.
- Planning is more focused on intended learning outcomes and progression across AoLEs.

## PLASMARL PRIMARY SCHOOL

### SDP 2026-2027

#### NEXT STEPS:

- Continue refining play-based environments to ensure they remain purposeful & progressive.
- Strengthen the use of observations to inform next steps and deepen challenge within play.
- Maintain consistency across Reception and Year 1 by revisiting shared expectations and routines.
- Build on external professional learning (e.g., Buds to Blossoms) to further develop staff expertise.
- Increase opportunities for pupils to make choices, solve problems and lead their own learning.
- Continue monitoring to ensure play-based learning remains high-quality and aligned with progression frameworks.

#### • Priority 2 (Wellbeing, Care, Support and Guidance)

- *Further develop the high focus on emotional, mental health and wellbeing for all pupils.*

**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**

#### *Evaluation*

##### *Provision and practice*

During the Autumn term, leaders undertook a learning walk to evaluate the quality and consistency of trauma-informed practice and emotional regulation strategies across the school. Feedback was provided to all staff, supporting reflective practice and improvement. The learning walk identified that most classrooms provide calm, designated spaces that support pupils to regulate their emotions effectively. As a result, pupils are increasingly able to self-regulate and re-engage with learning, contributing to a calm, purposeful learning environment across the school.

All staff have completed trauma-informed training and demonstrate a secure understanding of the role of an emotionally available adult. This is reflected in the strong relationships observed between staff and pupils. Most pupils confidently use taught strategies to manage their emotions and are ready to learn. Consequently, behaviour during learning is strong and the school is a calm and emotionally supportive environment.

The school's no-shouting policy is consistently implemented. Staff model calm, respectful communication, which reduces escalation. This has a positive impact on pupils' wellbeing and engagement in learning.

Further professional learning was delivered by the ALNCo, focusing on improving staff understanding of ADHD, behaviour, attention, and emotional regulation. This training has strengthened staff knowledge of ADHD and how it may present in the classroom. Staff now demonstrate increased confidence in identifying needs, understanding referral processes, and following the appropriate pathway. The sharing of practical strategies has improved consistency of provision across classes and strengthened support for pupils with additional learning needs.

#### *Leadership and improvement*

## PLASMARL PRIMARY SCHOOL

### SDP 2026-2027

Leaders have identified clear next steps to further improve provision. During the Spring term, the school will ensure that all classrooms are equipped with visual timelines and appropriate regulation resources, including timers and sensory supports. This will further support pupils' understanding of routines and transitions and promote independence and sustained engagement.

Leaders sought the views of parents through a baseline questionnaire. Responses were positive, indicating strong parental confidence in the school's approach to wellbeing and support. However, leaders identified that some parents are not fully aware of the range of strategies used daily to support their child. As a result, leaders have prioritised improving communication with parents to ensure greater clarity and shared understanding of the support in place.

The school engaged an external specialist, the Educational Psychologist, who delivered training and carried out an additional learning walk. This provided effective external and professional challenge, helping leaders to refine provision and identify priorities for further development.

A whole-school reference document was developed during the Autumn term. This document supports staff in consistently implementing agreed strategies and acts as a checklist to ensure quality and equity of provision. It also strengthens communication with parents by clearly outlining the support provided for individual pupils.

School staff have observed improved engagement in learning among pupils with ADHD. Learners demonstrate increased participation in classroom activities and are better able to sustain focus during learning tasks.

There has also been a noticeable improvement in pupils' self-regulation skills. Pupils are increasingly able to recognise and manage their emotions and behaviours, enabling them to access learning more effectively.

The introduction of an additional member of staff to support the completion and coordination of ADHD referral documentation has strengthened the school's partnership with families. School staff work closely with parents and carers throughout the referral process, providing guidance and practical support to ensure referrals are completed accurately and submitted promptly. As a result, pupils showing characteristics of ADHD are being identified and referred more quickly, enabling earlier access to assessment pathways and appropriate support.

**PLASMARL PRIMARY SCHOOL**  
**SDP 2026-2027**

**Summary review of Priority 2 (Wellbeing, Care, Support and Guidance) STRENGTHS and NEXT STEPS**

- *Further develop the high focus on emotional, mental health and wellbeing for all pupils.*

**STRENGTHS**

- Consistent trauma-informed practice observed across most classrooms, with calm regulation spaces supporting pupils to self-manage emotions and re-engage with learning.
- Staff demonstrate secure understanding of the emotionally available adult role, reflected in strong relationships and emotionally supportive environments
- Pupils confidently use taught emotional regulation strategies, contributing to calm behaviour and purposeful engagement.
- The no-shouting policy is embedded, with staff modelling calm communication that reduces escalation.
- Professional learning on ADHD has strengthened staff knowledge, confidence in identifying needs, and consistency of provision.
- Pupils with ADHD show improved engagement, participation, and sustained focus.
- Pupils demonstrate stronger self-regulation skills, enabling better access to learning.
- Additional staffing has improved the ADHD referral process, strengthening partnerships with families and enabling earlier access to assessment pathways.

**NEXT STEPS:**

- Strengthen parent communication so families better understand the daily strategies used to support their child.
- Ensure all classrooms are equipped with visual timelines and sensory regulation resources to support routines, transitions, and independence.
- Continue refining provision to maintain consistency and ensure all staff embed agreed strategies.

**Priority 3 (Leading and Improving):**

*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**

i) Further develop distributed leadership to improve strategic self-evaluation.

**Evaluation (continuous):**

The school has made strong progress in strengthening distributed leadership and enhancing strategic self-evaluation. All teachers have engaged in training focused on their role in school improvement, resulting in greater confidence and clarity around how they contribute to monitoring, evaluating, and shaping whole-school priorities. Clear roles and responsibilities are established across the staff team, ensuring that leadership tasks are shared more equitably and that expectations are well understood. This has supported a more collaborative culture, with teachers increasingly taking ownership of aspects of self-evaluation and improvement planning. The Headteacher and Deputy Headteacher have modelled quality assurance processes, enabling

## PLASMARL PRIMARY SCHOOL

### SDP 2026-2027

staff to develop a deeper understanding of effective monitoring practices. This modelling has helped to build consistency and strengthen the reliability of evidence gathered across the school.

Our School Improvement Advisor worked closely with two of our middle leaders this year to strengthen their skills in evaluating action plans and measuring the impact of their work. They worked on how to analyse evidence effectively and identify outcomes. Part of the work was to evaluate the difference actions make to both pupils and staff. Teachers found the process really useful; the SIA's guidance deepened their understanding of what high-quality evaluation looks like. It also increased their confidence in leading improvement within their areas of responsibility. This has had a positive impact across the school. Staff are now better equipped to make informed decisions about next steps, and pupils benefit from staff who can more accurately assess what is working well and where provision can be strengthened to improve learning experiences.

A comprehensive self-evaluation calendar is in place, assigning specific monitoring activities to different leaders throughout the year. This has brought greater structure and coherence to the school's evaluation cycle and ensured that a wider range of staff are actively involved in gathering and analysing evidence. Distributed leadership is more embedded, with clear early impact on the quality and consistency of self-evaluation. Staff are increasingly confident in their roles, and the school now has a stronger, more sustainable model for ongoing improvement.

ii) Ensure that the quality of teaching is consistent across the school, with a focus on the Staff pedagogical approaches used to engage, motivate, and challenge learners.

The school has made strong progress in strengthening the consistency and quality of teaching across all classes. Staff revisited the Curriculum for Learning Policy early in the term, which helped to re-establish shared expectations around effective pedagogy and learner engagement. This has supported a consistent approach to planning, teaching, and classroom practice. 'Trust trios' were reorganised to ensure a balanced mix of experience and expertise within each group. These teams have enabled teachers to observe one another's lessons and reflect on practice. Teams have shared strategies that promote challenge, and active learning. Staff feedback indicates that this structure has been valuable in building confidence and strengthening professional dialogue. Teachers have visited other schools planned to observe high-quality teaching and learning. These opportunities will further broaden staff understanding of effective pedagogical approaches. Overall, there is clear evidence that teaching is becoming more aligned with the school's pedagogical vision. Staff engage positively with professional learning, and pupils are benefiting from more purposeful and challenging learning experiences across the school.

iii) 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.

#### **Evaluation (continuous):**

The school has made strong progress in embedding the new on-entry assessment guidelines within Nursery. Clear expectations around timescales and processes were shared with all relevant staff at the start of term. This has ensured a consistent understanding of the six-week completion requirement.

## PLASMARL PRIMARY SCHOOL

### SDP 2026-2027

Updated guidance documents and refined templates have supported greater consistency and accuracy in assessment recording. Staff professional learning needs were identified early, particularly around observation and recording. Targeted support has strengthened staff confidence and improved the quality of evidence gathered through play-based observations. As a result, on-entry assessments were completed within the required timeframe and provide a reliable baseline of pupils' developmental starting points. Baseline data has been used effectively to plan targeted early interventions, ensuring that support is responsive to individual needs from the outset. Early indications show that these interventions are helping pupils make positive progress in key developmental areas. Overall, the implementation of the new on-entry assessment guidelines has been successful, with improved consistency and a positive impact on the quality of early identification and support for learners.

#### Summary review of Priority 3 (Leading and Improving) STRENGTHS and NEXT STEPS

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) Distributed leadership

Further develop distributed leadership to improve strategic self-evaluation.

#### STRENGTHS

- Distributed leadership is strengthened, with teachers demonstrating increased confidence and clarity in their role in school improvement.
- Clear roles and responsibilities ensure leadership tasks are which supports a collaborative culture.
- Staff increasingly take ownership of monitoring and evaluation activities, contributing to more reliable and consistent evidence-gathering.
- The Headteacher and Deputy Headteacher have effectively modelled quality assurance processes, improving staff understanding of effective monitoring practice.
- Targeted work with the School Improvement Advisor has strengthened middle leaders' skills in analysing evidence, identifying outcomes, and evaluating impact.
- Staff now demonstrate greater confidence in leading improvement within their areas, resulting in more informed decision-making and clearer identification of what works well.
- Pupils benefit from improved provision, as staff can more accurately assess the impact of actions on learning experiences.
- A comprehensive self-evaluation calendar provides structure, coherence, and wider staff involvement in evidence collection and analysis.
- Distributed leadership is now more embedded, with early impact visible in the quality and consistency of self-evaluation across the school.

#### NEXT STEPS:

## PLASMARL PRIMARY SCHOOL

### SDP 2026-2027

- Increase middle leader autonomy by providing more opportunities for leaders to independently plan and lead monitoring activities.
- Embed consistent impact evaluation through simple whole-school templates that capture the difference actions make to pupils and staff.
- Enhance succession planning by identifying emerging leaders and offering structured opportunities to shadow or co-lead monitoring activities.

**ii) Ensure that the quality of teaching is consistent across the school, with a focus on the Staff pedagogical approaches used to engage, motivate, and challenge learners.**

#### STRENGTHS

- Staff revisited the Curriculum for Learning Policy, re-establishing shared expectations around effective pedagogy and learner engagement.
- A more consistent approach to planning and teaching is evident across classes, strengthening classroom practice.
- Reorganised trust trios created balanced groups that promote reflective practice, peer observation, and professional dialogue.
- Teachers have shared strategies that enhance challenge, active learning, and purposeful engagement.
- Staff feedback indicates increased confidence and improved professional discussion as a result of collaborative structures.
- Teachers have visited other schools to observe high-quality teaching, broadening understanding of effective pedagogical approaches.
- Teaching is increasingly aligned with the school's pedagogical vision, with staff engaging positively in professional learning.
- Pupils benefit from more purposeful, challenging learning experiences across the school.

#### NEXT STEPS:

- Strengthen impact monitoring **to** ensure teaching improvements accelerate pupil progress.
- **Use** high-value monitoring tools — such as focused learning walks, book looks, and mini surveys — to track the effect of pedagogy on learner outcomes

**iii) 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.**

#### STRENGTHS

- Clear expectations for the on-entry assessment process were shared at the start of term, ensuring consistent understanding of the six-week completion requirement.
- Updated guidance documents and refined templates have strengthened consistency and accuracy in assessment recording.
- Early identification of staff professional learning needs led to targeted support in observation and play-based evidence gathering, improving confidence and the quality of evidence collected.
- On-entry assessments were completed within required timescales, providing a reliable baseline of pupils' developmental starting points.
- Baseline data has been used effectively to plan targeted early interventions, ensuring support is responsive to individual needs from the outset.
- Early indications show that interventions are helping pupils make positive progress in key developmental areas.

## PLASMARL PRIMARY SCHOOL

### SDP 2026-2027

- Overall implementation of the new guidelines has improved consistency, early identification, and quality of support for learners in Nursery.

#### **NEXT STEPS:**

- Strengthen impact monitoring to ensure early interventions are accelerating progress across developmental areas.
- Continue refining observation and recording practice to maintain high-quality evidence collection.
- Use baseline and follow-up data to evaluate the difference interventions make to pupils' developmental outcomes over time.

**PLASMARL PRIMARY SCHOOL**  
**SDP 2026-2027**

**School Development Priorities**  
**2026-2027**

**STRATEGIC PRIORITY 1: Learning and Teaching**

| <b><u>Teaching and Learning (IA1)</u></b>                                                                | <b>Oracy</b>               | Continue to improve pupils' oracy skills (Welsh and English)                                                                                      |
|----------------------------------------------------------------------------------------------------------|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| Strengthen oracy through high-quality play-based learning and purposeful opportunities for independence. | <b>Play-based learning</b> | To extend the timetabled play-based learning approach across Nursery and Year 2 ensuring it supports pupil progress across all areas of learning. |

**RATIONALE:**

This priority responds directly to a recommendation from the school's most recent Estyn inspection in February 2024 and reflects evidence from learning walks and learner voice that some pupils lack confidence when working independently. Oracy is fundamental to progress across the Curriculum for Wales as purposeful talk develops Welsh and English language skills, deepens understanding, and strengthens independence. A consistent whole-school approach, underpinned by shared routines and explicit teaching will enable pupils to express ideas clearly, listen actively and communicate confidently across the curriculum. Building on the timetabled play-based learning approach trialled in Reception and Year 1, the school will refine teaching strategies and learning environments to sustain engagement and self-regulation, and secure curriculum coverage and progression. Careful monitoring and evaluation of its impact on pupil outcomes across all areas of learning will inform its extension to Nursery and Year 2.

| 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. |
|----------------------------------------------------------------|-------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|--------------------|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| Embed purposeful oracy routines across all play-based learning | Pupils confidently use spoken language to express ideas, negotiate roles, and | Develop and implement daily oracy routines.<br><br>Introduce oracy sentence stems in both Welsh and English across <b>all play zones</b> . | All teachers<br><br>SLT            | Sep '26 – July '27 | Leadership development — Release time for middle/senior leaders; coaching; professional | Learning walks<br><br>Lesson observations<br><br>Planning scrutiny                               |

**PLASMARL PRIMARY SCHOOL**  
**SDP 2026-2027**

|                                                                           |                                                                                                                     |                                                                                                                                                                         |                     |  |                                                                                                                        |                                                                                   |
|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|--|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| environments<br>(Welsh and English)                                       | problem-solve during play.                                                                                          | Provide staff training on questioning techniques, and scaffolding talk.                                                                                                 | Literacy AoLE team. |  | learning programmes; external training costs.                                                                          | Learning environment audits                                                       |
|                                                                           | Increased use of Welsh and English in authentic contexts, improving fluency, vocabulary, and sentence structure.    | Audit current provision to identify where oracy opportunities naturally occur and where they need strengthening.                                                        | Teachers            |  | Assessment refinement — moderation time; digital systems; staff CPD.                                                   | Learner voice                                                                     |
| Extend and refine timetabled play-based learning across Nursery to Year 2 | Staff consistently model high-quality oracy, leading to improved listening, turn-taking, and conversational skills. | Create bilingual role-play resource banks (menus, signs, scripts, vocabulary cards).<br>Monitor pupil talk through observations, learning walks, and oracy checkpoints. | All staff           |  | Oracy and play-based pedagogy — CPD costs; high-quality play resources; oracy prompts; replenishment of consumables.   | Progress tracking                                                                 |
|                                                                           | Play-based learning is consistent & progressive.                                                                    | Establish a whole-school play-based learning timetable with protected time for high-quality continuous and enhanced provision.                                          | Lower Phase lead.   |  | Outdoor learning — Equipment; maintenance of outdoor areas; staff training; replacement of weather-affected materials. | Book looks                                                                        |
|                                                                           | Pupils demonstrate deeper engagement, sustained attention, and improved independence.                               | Map progression of skills from Nursery to Year 2 to ensure challenge and continuity.                                                                                    | Teachers            |  | <i>Potential Grant Funding</i>                                                                                         | Staff collaboration reviews                                                       |
|                                                                           | Staff use play as a vehicle for high-quality teaching, assessment, and effective planning.                          | Develop high-quality learning zones (construction, creative, investigation, literacy, numeracy, outdoor) with clear learning intentions.                                | Teachers/SLT        |  | <b>Professional Learning Grant</b> — Leadership                                                                        | Termly impact reports                                                             |
|                                                                           |                                                                                                                     | Train staff on observing learning through play and using evidence to inform next steps.                                                                                 | All staff           |  |                                                                                                                        | End of Year: Full evaluation of progress and recommendations for next year's SDP. |
|                                                                           |                                                                                                                     | Strengthen weekly “enhanced provision challenges” linked to literacy, numeracy, and oracy.                                                                              | All staff           |  |                                                                                                                        |                                                                                   |

**PLASMARL PRIMARY SCHOOL**  
**SDP 2026-2027**

|                                                                                               |                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                          |                                                                                                                                                                                                                                        |  |
|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>Increase purposeful opportunities for independence within play and structured learning</p> | <p>Pupils demonstrate autonomy and problem-solving skills.</p> <p>Children take ownership of their learning, selecting resources, initiating tasks, and managing routines independently.</p> <p>Staff shift from directing learning to facilitating (and extending) child-led exploration.</p> | <p>Review and refine provision termly using pupil voice, staff feedback, and observational data.</p> <p>Introduce independence routines (e.g., "Choose It, Use It, Put It Back")<br/>Provide open-ended resources that promote decision-making and creativity.</p> <p>Develop visual prompts and self-management tools (task cards, visual timetables, resource labels).</p> <p>Train staff to use facilitative language that encourages independence</p> <p>Implement pupil-led review sessions where children reflect on their play and learning.</p> <p>Track independence skills using observations and pupil progress profiles.</p> <p>Provide professional learning on oracy frameworks, play pedagogy and child-led learning.</p> <p>Facilitate peer observations focused on talk, questioning and play interactions.</p> <p>Develop a shared progression pathway for oracy and independence skills.</p> <p>Engage with external training providers (e.g., Welsh oracy networks).</p> | <p>Lower Phase lead/SLT</p> <p>Teachers</p> <p>Lower Phase lead/SLT</p> <p>All staff</p> <p>Literacy Lead</p> <p>Literacy AoLe team</p> <p>All staff</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> | <p>development, assessment training, oracy CPD.</p> <p><b>PDG —</b><br/>Targeted support for learners through improved pedagogy and oracy-rich practice.</p> <p>Approximately</p> <p><b>LAEG: £6,000</b></p> <p><b>PDG: £5,000</b></p> |  |
| <p>Strengthen staff expertise in oracy-rich, play-based pedagogy</p>                          | <p>Staff confidence and consistency improve, resulting in richer learning experiences.</p> <p>Adults extend play and language through responsive interactions.</p>                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                          |                                                                                                                                                                                                                                        |  |
| <p>Strengthen assessment of oracy and play-based learning</p>                                 | <p>A shared understanding of high-quality play-based learning develops across the phases.</p>                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                          |                                                                                                                                                                                                                                        |  |

**PLASMARL PRIMARY SCHOOL**  
**SDP 2026-2027**

|  |                                                                                           |                                                                                                                 |                    |  |  |  |
|--|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|--------------------|--|--|--|
|  | Staff accurately identify pupils' strengths and next steps in oracy and independence.     | Develop simple oracy assessment checkpoints aligned with Curriculum for Wales.                                  | All staff          |  |  |  |
|  |                                                                                           | Use observation templates to capture learning during play.                                                      | All staff          |  |  |  |
|  |                                                                                           | Introduce pupil voice interviews to gather evidence of oracy development.                                       | All staff          |  |  |  |
|  |                                                                                           | Hold termly moderation sessions to review evidence and ensure consistency.                                      | All staff          |  |  |  |
|  |                                                                                           | Track progress in independence skills using developmental continua.                                             |                    |  |  |  |
|  |                                                                                           | Create clear independence routines — Simple expectations for getting resources, starting tasks, and tidying     | All staff          |  |  |  |
|  |                                                                                           | Make resources easy to access — Clearly labelled, child-friendly areas that promote self-selection.             | Teachers           |  |  |  |
|  |                                                                                           | Build independence into daily tasks — Short, regular opportunities for pupils to work without adult direction.  |                    |  |  |  |
|  |                                                                                           | Use prompts to support independence — Visual cues, checklists, and routines that help pupils manage themselves. |                    |  |  |  |
|  | Assessment informs planning and ensures play-based learning drives progress across AoLEs. | Strengthen independence in play — Open-ended resources that encourage child-led exploration.                    | Literacy AoLE team |  |  |  |
|  |                                                                                           | Gather evidence of independence — Quick observations, pupil voice, and learning walks to monitor progress.      | All staff          |  |  |  |
|  |                                                                                           |                                                                                                                 | All staff          |  |  |  |

**PLASMARL PRIMARY SCHOOL**  
**SDP 2026-2027**

|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                               |  |  |  |
|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
|  |  | <p>Provide practical oracy training — Short, hands-on sessions modelling talk routines.</p> <p>Model oracy in play — Demonstrate how adults can extend children's language through high-quality interactions.</p> <p>Use consistent talk routines — Embed simple structures (talk partners, sentence stems) across all classes.</p> <p>Create oracy-rich play environments — Add prompts and labels that encourage purposeful talk.</p> <p>Share effective practice — Use peer observations to build confidence.</p> <p>Monitor oracy in play — Quick learning walks and pupil voice to check consistency and impact.</p> <p>Agree simple assessment expectations — Define what staff should observe, note, or capture during oracy and play.</p> <p>Use quick observation tools — Introduce short checklists or prompt cards for consistent evidence-gathering.</p> <p>Capture pupil voice regularly — Use brief conversations or talk routines to assess progress in speaking and listening.</p> | <p>All staff</p> <p>Teachers</p> <p>All staff</p> <p>Teachers/SLT</p> <p>Phase teams</p> <p>Phase teams</p> <p>All staff<br/>All staff</p> <p>Phase teams</p> <p>Teachers</p> |  |  |  |
|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|

**PLASMARL PRIMARY SCHOOL**  
**SDP 2026-2027**

|  |  |                                                                                                                                                                                                                                                                                    |  |  |  |  |
|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
|  |  | <p>Collect evidence from play — Photograph, annotate, or record key moments that show language use and independent learning.</p> <p>Review evidence together — Short team discussions to moderate judgements and ensure consistency.</p> <p>Use assessment to plan next steps.</p> |  |  |  |  |
|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|

**Evaluation (Continuous):**

**Working with Governors:**

**Link Governors:** CG/HD

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

**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        |
|---------------------------------------------------------------------------------------------------|------------------------------------------------------------|---------------|
| Training time, release for staff collaboration, investment in resources and play-based materials. | Approximately<br><b>LAEG: £6,000</b><br><b>PDG: £5,000</b> | School budget |

**PLASMARL PRIMARY SCHOOL**  
**SDP 2026-2027**

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

**Wellbeing, Care, Support and Guidance (IA2)**

Embed a consistent, whole-school relational practice approach that strengthens relationships, promotes positive behaviour, and enhances pupil wellbeing so all learners feel safe, valued, and able to thrive as confident, independent learners.

**Behaviour**

Strengthen whole-school relational practice to improve relationships, behaviour, and pupil wellbeing.

**RATIONALE:**

Plasmarl is seeing many more pupils with emotional, behavioural and family needs. We have found that wider pressures in society are also affecting children and families.

Through a whole-school relational approach, the school aims to:

- build stronger relationships between staff, pupils and families;
- encourage positive behaviour through understanding and clear expectations;
- continue to improve wellbeing so pupils feel safe, valued and ready to learn;
- make practice more consistent across the school;
- support pupils to become confident, independent learners who can regulate emotions and engage positively with their learning.

Embedding a whole-school relational approach aligns directly with ESTYN's focus on wellbeing and guidance, ensuring that every child receives the relational support they need to thrive academically, socially and emotionally.

**PLASMARL PRIMARY SCHOOL**  
**SDP 2026-2027**

| Sub Priorities                                                                     | Intended Impact/<br>Success Criteria                                                                                                                                                                                                                   | Key Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Lead Person<br>(to include governors)                                                        | Timeline                  | Funding<br>(to include grant funding)                                                                                                                                                                                                                                                        | Link to Monitoring/Self<br>Evaluation Activities that will<br>give you evidence of impact on<br>learners                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Establish Consistent Relational Practice Across All Staff                          | <p>Staff use consistent language, expectations and responses based on relational practice.</p> <p>Pupils experience predictable, calm and emotionally regulated adult behaviour.</p> <p>Reduction in escalations caused by inconsistent responses.</p> | <p>Introduce whole-school relational practice principles (e.g., “consistency is key”, “warm but firm”).</p> <p>Develop a shared behaviour blueprint based on C. Clarke’s approach.</p> <p>Provide regular staff training on calm adult behaviour, co-regulation, and relational scripts.</p> <p>Create quick-reference staff cards for consistent language.</p> <p>Monitor consistency through learning walks and behaviour reviews.</p> <p>Embed daily relational routines (meet &amp; greet, check-ins, calm starts).</p> <p>Re-establish visual routines across the school.</p> <p>Training for staff in relational corrective language (e.g., “I need you to...”, “Thank you for...”, “We are going to...”).</p> | <p>SLT/all staff</p> <p>LS/HD/CC</p> <p>SLT/ Teachers</p> <p>Teachers</p> <p>LS/NM/HD CC</p> | <p>Sep '26 – July '27</p> | <p>Whole-staff professional learning</p> <p>Staff release and collaboration</p> <p>Relational resources</p> <p>Family engagement</p> <p>Pupil voice and evaluation</p> <p>Targeted pupil support</p> <p><b>£10,000 core provision</b></p> <p><i>Potential funding sources</i></p> <p>PDG</p> | <p>Regular learning walks,</p> <p>Behaviour data analysis,</p> <p>Staff check-ins.</p> <p>Regular reflections on routines, emotional regulation and restorative approaches (adapting practice based on pupil needs.)</p> <p>Pupil voice, wellbeing surveys and emotional-literacy observations</p> <p>Professional learning - reviewed for impact on staff confidence and consistency.</p> <p>Termly evaluations - summarise progress, identify barriers and inform next steps</p> <p>End-of-year review - assessing overall culture change, behaviour trends and wellbeing improvements.</p> |
| Strengthen Positive Behaviour Through Connection, Relationships and Clear Routines | <p>Pupils feel safe, valued and connected to adults.</p>                                                                                                                                                                                               | <p>Train staff in restorative conversations and relational repair.</p> <p>Introduce age-appropriate restorative tools (scripts, prompts, reflection sheets).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>LS/NM/HD CC</p> <p>Teachers</p>                                                           |                           |                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

**PLASMARL PRIMARY SCHOOL**  
**SDP 2026-2027**

|                                                           |                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                 |             |  |  |  |
|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--|--|--|
| Develop a Whole-School Restorative Approach to Behaviour  | <p>Behaviour incidents reduce, particularly low-level disruption.</p> <p>Routines are predictable, calm and supportive across all classes.</p>                                                                  |                                                                                                                                                                                                                                                                                                                                                 | All staff   |  |  |  |
|                                                           | <p>Pupils understand the impact of their actions.</p> <p>Staff use restorative conversations confidently and consistently.</p> <p>Reduction in repeated behaviours due to improved emotional understanding.</p> | <p>Build time into the school day for restorative follow-up.</p> <p>Monitor restorative practice through case studies and pupil voice.</p> <p>Share restorative successes with staff to build confidence.</p>                                                                                                                                   | Teachers    |  |  |  |
| Strengthen Staff Emotional Regulation and Adult Behaviour | <p>Adults model calm, regulated behaviour (even in challenging situations.)</p> <p>Staff confidence increases when responding to dysregulation.</p>                                                             | <p>Provide training on emotional regulation, triggers, and maintaining calm authority.</p> <p>Re-introduce staff reflection tools (e.g., "What went well?", "What will I change next time?").</p> <p>Establish supportive coaching cycles focused on relational practice.</p> <p>Celebrate staff relational successes to reinforce culture.</p> | All staff   |  |  |  |
|                                                           |                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                 | LS/NM/HD CC |  |  |  |

**PLASMARL PRIMARY SCHOOL**  
**SDP 2026-2027**

|                                                                          |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                      |                                                                                     |  |  |  |
|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--|--|--|
| Enhance Pupil Wellbeing Through Relational Safety and Emotional Literacy | <p>Pupils mirror calm adult behaviour and regulate more quickly.</p> <p>Pupils demonstrate improved emotional literacy and self-regulation.</p> <p>Increased sense of belonging and safety across the school.</p> <p>Reduction in anxiety-related behaviours and emotional distress.</p> | <p>Re-establish daily emotional check-ins and wellbeing routines.</p> <p>Re-establish pupil voice groups focused on wellbeing and relationships.</p> <p>Further strengthen family partnerships through relational communication.</p> <p>Track wellbeing through surveys &amp; observations.</p>                                                      | Teachers                                                                            |  |  |  |
| Build a Relational Culture Across the Whole School Community             | <p>Parents understand and support the school's relational approach.</p> <p>Staff, pupils and families share common language and expectations.</p> <p>School culture continues to become calmer, kinder and more predictable.</p>                                                         | <p>Share relational practice principles with families through workshops and newsletters.</p> <p>Celebrate relational successes in assemblies and communications.</p> <p>Align policies (behaviour, wellbeing, safeguarding) with relational principles.</p> <p>Evaluate culture shifts through pupil voice, staff feedback and behaviour trends.</p> | <p>Teachers</p> <p>SLT</p> <p>SLT</p> <p>Teachers</p> <p>LS/NM</p> <p>All staff</p> |  |  |  |

**PLASMARL PRIMARY SCHOOL**  
**SDP 2026-2027**

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

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

**Working with the community:**

Sharing resources with parents on website and events.  
Parent workshops

**Support from others:**

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

| Resource Implications including CPD                                                                                                                                                                                                                                                                                                                           | Financial Implications | Source               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|----------------------|
| <ul style="list-style-type: none"> <li>Time and cost for whole-school training on relational practice, restorative approaches and emotional regulation.</li> <li>Release time for staff to attend coaching sessions, peer observations and professional learning.</li> <li>External training or consultancy linked to Charlotte Clarke's approach.</li> </ul> | <b>£10,000</b>         | School Budget<br>PDG |

**PLASMARL PRIMARY SCHOOL**  
**SDP 2026-2027**

**STRATEGIC PRIORITY 3:  
Leading and Improving**

|                                                                                                                                                                                                                                                  |                               |                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b><u>Leading and Improving (IA3)</u></b></p> <p>Build the capacity of middle and senior leaders to lead school improvement that results in better progress and outcomes for all learners.</p> <p>(Distributed leadership/pupil progress)</p> | <b>Distributed leadership</b> | Develop a cohesive, empowered distributed leadership model that strengthens collective responsibility, builds leadership capacity across the school, and drives sustained school improvement. |
|                                                                                                                                                                                                                                                  | <b>Pupil Progress</b>         | Strengthen leaders' ability to analyse, interpret and act on pupil progress data to ensure high-quality teaching, targeted support and improved outcomes for all learners.                    |

**RATIONALE:**

The school's leadership structure comprises two senior and two middle leaders, one of whom is on secondment. Building capacity is therefore essential to sustain improvement, ensure consistency and reduce reliance on a small number of individuals. A clear distributed leadership model will strengthen shared accountability and **succession planning**, while developing leaders' confidence in evaluating teaching and using pupil progress information to target provision, improve practice and secure better outcomes for all learners.

| Sub Priorities                                                                                  | Intended Impact/<br>Success Criteria                                                       | Key Actions                                                                                                      | Lead Person<br>(to include<br>governors)    | Timeline             | Funding<br>(to include<br>grant funding)                             | Link to Monitoring/Self<br>Evaluation Activities<br>that will give you<br>evidence of impact on<br>learners. |
|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|---------------------------------------------|----------------------|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| <p><b>Distributed leadership</b></p> <p>Strengthen Distributed Leadership across the school</p> | Leadership responsibilities are shared across teams, creating a culture of accountability. | Define and communicate a clear distributed leadership model, outlining roles, responsibilities and expectations. | <p>SLT<br/>NH(SIA)</p> <p>LS/NM/NH(SIA)</p> | Sep '26-<br>July '27 | Middle and senior leader release time for monitoring, pupil-progress | <p>Learning walks</p> <p>Lesson observations</p>                                                             |

**PLASMARL PRIMARY SCHOOL**  
**SDP 2026-2027**

|                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |       |  |                                                                                                                                                                                                                                                                                                 |                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Pupil Progress</b></p> <p>Strengthen Leaders' Ability to Analyse and Act on Pupil Progress Information</p> | <p>Middle leaders demonstrate increased confidence and effectiveness in leading improvement within their areas.</p> <p>Senior leaders see greater consistency in practice &amp; improved communication across the school.</p> <p>Staff feel valued and supported to contribute to whole-school development.</p> <p>Improvement work becomes more sustainable and less dependent on a small number of individuals.</p> <p>Leaders confidently analyse pupil progress information to identify strengths, gaps and trends.</p> <p>Teaching and provision become more responsive</p> | <p>Provide targeted professional learning for middle leaders (e.g., leading teams, coaching, monitoring and evaluation).</p> <p>Establish regular leadership meetings for middle and senior leaders to collaborate, share practice and analyse impact.</p> <p>Continue with leadership coaching or mentoring to build confidence and capability.</p> <p>Refine leadership tools and templates (e.g., monitoring proformas, action-planning formats, progress trackers).</p> <p>Ensure middle leaders lead aspects of school improvement (curriculum development, pedagogy, assessment, wellbeing).</p> <p>Monitor leadership effectiveness through review meetings, feedback cycles and evidence of impact on classroom practice.</p> <p>Provide professional learning on analysing progress information, identifying trends and interpreting evidence.</p> | LS/NM |  | <p>reviews and improvement planning</p> <p>Leadership professional learning or development programmes.</p> <p>External coaching, mentoring/ School Improvement Adviser support</p> <p>Peer visits and school-to-school collaboration</p> <p>Assessment, tracking and moderation development</p> | <p>Planning scrutiny</p> <p>Book looks / evidence reviews</p> <p>Learner voice</p> <p>Data analysis</p> <p>Professional learning evaluations</p> |
|                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | LS/NM |  |                                                                                                                                                                                                                                                                                                 |                                                                                                                                                  |
|                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | GT/EM |  |                                                                                                                                                                                                                                                                                                 |                                                                                                                                                  |
|                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | SLT   |  | <p><b>LAEG - professional learning and leadership: £4,000 Existing Professional Learning</b></p>                                                                                                                                                                                                | <p>Learning walks</p> <p>Lesson observations</p>                                                                                                 |

# PLASMARL PRIMARY SCHOOL

## SDP 2026-2027

|  |                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                      |  |                                                                                                            |                                                                                                         |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|--|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
|  | <p>and better matched to learner needs.</p> <p>Interventions are timely, targeted and evaluated for impact.</p> <p>Pupil progress improves across all groups, including vulnerable learners and those requiring additional challenge.</p> <p>Leaders use progress information to drive strategic decision-making and improvement planning.</p> | <p>Refine our whole-school progress-tracking approach that is clear, manageable (and aligned with Curriculum for Wales.)</p> <p>Re-establish regular progress review meetings led by middle and senior leaders.</p> <p>Train leaders to evaluate the impact of teaching and interventions using evidence.</p> <p>Refine our progress dashboards or summaries to support analysis and communication.</p> <p>Ensure leaders use progress information to inform curriculum planning, teaching strategies and targeted support.</p> <p>Monitor progress through termly data reviews, pupil discussions, book looks and learning walks.</p> | <p>SLT</p> <p>SLT</p> <p>GT/EM</p> <p>SLT</p> <p>All staff/ Gobs</p> |  | <p><b>allocation: £2,500</b></p> <p><b>Delegated school budget: £1,500</b></p> <p><b>Total: £8,000</b></p> | <p>Planning scrutiny</p> <p>Book looks / evidence reviews</p> <p>Learner voice</p> <p>Data analysis</p> |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|--|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|

**Evaluation (continuous):**

# PLASMARL PRIMARY SCHOOL

## SDP 2026-2027

### 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                                       |
|----------------------------------------------------------------------------------------------------------------------------------|------------------------|----------------------------------------------|
| Training costs, release time for leaders, development of monitoring tools, and possible investment in progress-tracking systems. | Approximately £8000    | Professional Learning Grant<br>School budget |

**PLASMARL PRIMARY SCHOOL**  
**SDP 2026-2027**

[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/Oracy/ 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<br>Rockstars £230<br>Reading Eggs £802<br><b>Release costs</b> |
|                                               | Questioning techniques                                      | All staff     | ADDs No cost                                                                             |
|                                               | Independent learning                                        | Teachers      | ADDs No cost                                                                             |
|                                               | Slot Drillio                                                | All staff     | ADDs No cost                                                                             |
|                                               | Observing learning through play                             | All staff     | Release costs                                                                            |
|                                               | Training on using facilitative language                     | All staff     | ADDs No cost                                                                             |
|                                               | Training on scaffolding talk                                | All staff     | ADDs No cost                                                                             |
|                                               |                                                             |               |                                                                                          |
| <b>Well-being, Care, Support and Guidance</b> | ALNCo training –training courses                            | ALNCo         | No cost                                                                                  |
|                                               | Trauma Informed Practice ( refresher)                       | All staff     | No cost                                                                                  |
|                                               | ELSA training /supervision                                  | TAs           | No cost                                                                                  |
|                                               | Training on ‘When Adults Change’                            | All staff     | ADDs No cost                                                                             |
|                                               | Training on relational corrective language                  | All staff     | ADDs No cost                                                                             |
|                                               | Training on restorative conversations/ emotional regulation | All staff     |                                                                                          |
|                                               | 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 2026-2027**

|                              |                                                                        |                       |                         |
|------------------------------|------------------------------------------------------------------------|-----------------------|-------------------------|
| <b>Leading and Improving</b> | Training on analysis of progress information                           | Teachers              | ADDs No cost            |
|                              | Training on evaluating impact of teaching/interventions using evidence | Teachers              | ADDs 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                               | Senior/middle leaders | No cost                 |

**PLASMARL PRIMARY SCHOOL**  
**SDP 2026-2027**

[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?<br>(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:<br>(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><br>In preparing or revising a school development plan the governing body must consult—<br>(a) the head teacher of the school (if that person is not a member of the governing body);<br>(b) registered pupils at the school;<br>(c) parents of registered pupils;<br>(d) school staff; and<br>(e) such other persons as the governing body considers appropriate.                                                                   |      | Given in the 'context of the plan' section.                                                                                                                                                                                           |
| <b>Professional development strategy</b><br>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.<br><br>Does it include all staff and leadership development?<br><br>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 2026-2027**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Working with the community</b><br>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.                                                                                                                                                                                                |  | Each priority considers how the community can contribute to its realisation.                                                           |
| <b>School staff and school resources</b><br>Details of how the governing body will make best use of the—<br>(a) current school staff and school resources (including its financial resources) to meet the school improvement targets for the current school year; and<br>(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. |  | Staff roles and responsibilities are clearly indicated along with costs of staff activity and resources.                               |
| <b>Previous targets</b><br>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.                                                                                                                                   |  | A review of the previous priorities is included.                                                                                       |
| Clearly sets out actions the school will take in order to achieve its targets.                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  | Each priority lists actions and offers an opportunity for the school to signpost evidence that informed the inclusion of said actions. |
| 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.                                                                                                                                                                                                                                                                                                                    |  | Each priority considers what success will look like.                                                                                   |
| Clear success criteria and milestones against which intended improvements can be evaluated.                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | Success criteria (see above).<br>Milestones included in actions.                                                                       |
| 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                                                                                                                                                                                                                                                                                                                                                                           |  | High-level priorities for years 2 & 3 are articulated within the plan.                                                                 |