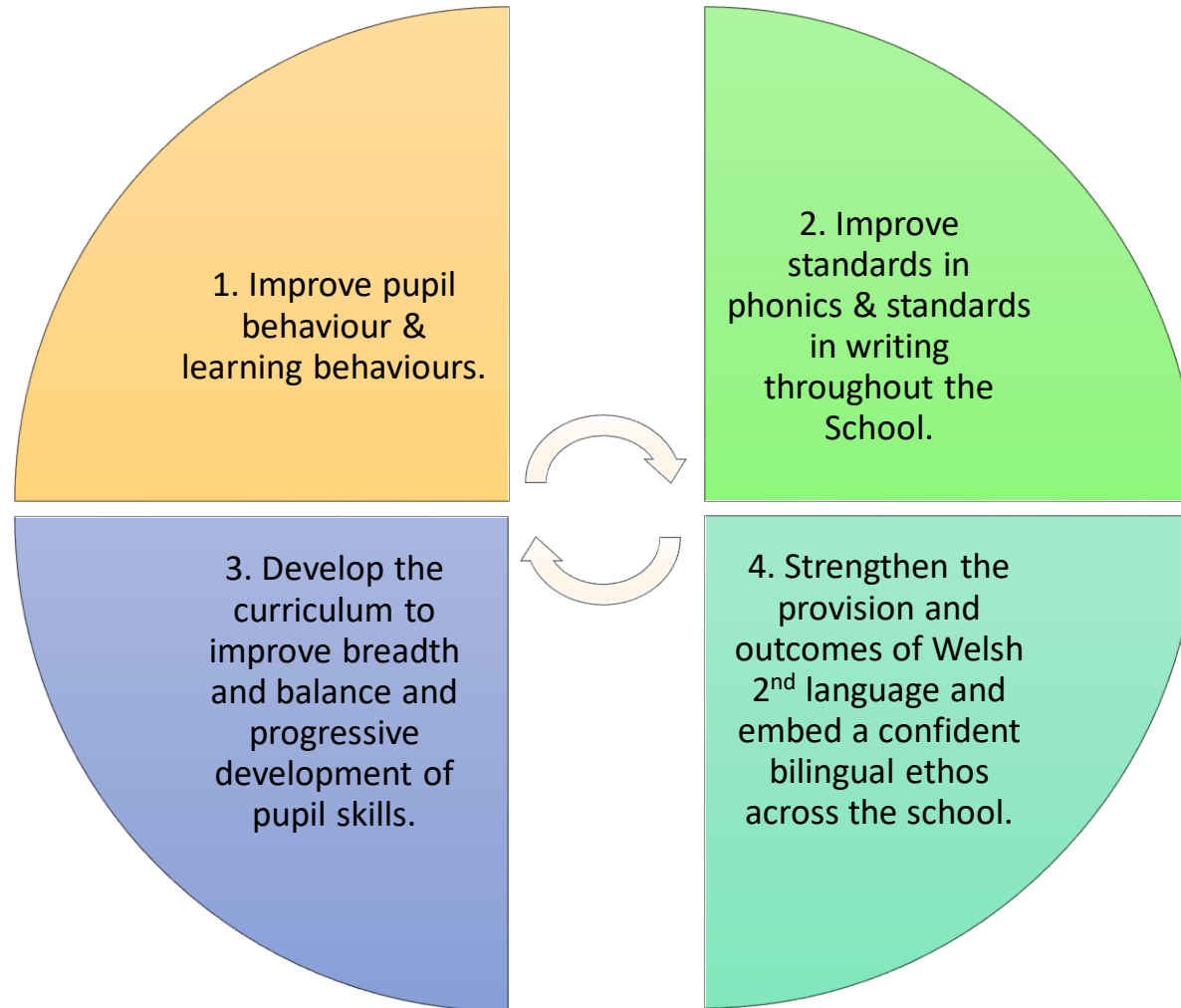


Sageston School Development Plan 2025 - 2026



Priority 1:	Improving pupil behaviour and learning behaviours through research-informed practice
Who is leading the project?	SLT and all Staff
Link to Teaching Standards	Collaboration (C): seeking advice and support, working with in-school colleagues, supporting and developing others, enabling improvement. Professional Learning (PL): professional networks and communities.
Link to SLO	Promoting and supporting continuous professional learning for all staff; Developing a culture of inquiry, innovation and exploration; Embedding systems for collecting and exchanging knowledge and learning; Learning with and from the external environment and wider learning system
Link to 12 Pedagogical Principles	<ol style="list-style-type: none"> 1. Encourages learners to take responsibility – Through focus on independence and resilience. 2. Has coherence and continuity – Common routines and language across all classrooms. 3. Focuses on the four purposes – Develops ambitious, capable, confident, ethical learners. 4. Reflects literacy, numeracy, and digital competence – Improved behaviour enables better access to learning for pupils. 5. Builds on previous knowledge – Behaviour strategies build over time with consistency. 6. Involves assessment for learning – Reflection and self-regulation embedded. 7. Emphasises the importance of feedback – Consistent language supports clarity. 8. Engages interest and motivation – Calm, structured classrooms promote learning. 9. Promotes problem-solving – Independence and resilience support deep learning. 10. Sets high expectations – Clear, school-wide behaviour standards. 11. Offers challenge and support – Inclusive routines support all learners. 12. Is inclusive and responsive – Trauma-informed, equitable behaviour systems

Where we are now based on self-evaluation 2024-25

- Monitoring of pupil data demonstrates that a significant number of pupils are underachieving.
- Data and work scrutiny demonstrates low standards in phonics, writing, spelling, handwriting and number formation.
- Low-level disruptive pupil behaviour is impacting on pupil’s ability to learn in a calm learning focused environment.
- Adult expectations of appropriate and safe behaviour are not high enough

Success Criteria: We will know we have succeeded when:

- Revised behaviour policy reviewed and updated.
- There are ‘visible’ consistent expectations for pupil behaviour and classroom behaviours across the school.
- Standards of behaviour improve, and classrooms are calm learning focused spaces.
- Routines and expectations are embedded in daily practice.
- Core behaviours are displayed and used consistently in classrooms; staff and pupils can articulate them.
- Staff adapt and improve practice through reflection and coaching.
- Evidence of improved pupil engagement, independence and resilience; consistent practice across classes.
- Pupils understand and can describe learning behaviours; behaviours are visible in learning walks.
- Lesson observations show behaviours being modelled, referred to, and celebrated consistently.
- Staff feedback and monitoring shows increased confidence and consistency.
- Evidence of improved pupil engagement, independence and resilience; consistent practice across classes.

Step 1 Action Plan (Activities & strategies to make improvement happen)	By who?	Date	Monitoring activity	Est. Cost/ Source	RAG		
					Term 1	Term 2	Term 3
Rationale: Currently standards of pupil behaviour need to be improved so pupil's academic standards can be improved. This can be achieved through calm, learning focused environments. When pupils demonstrate increased focus and classrooms are calm, both teachers and pupils can concentrate more effectively on learning.							
Embed consistent behaviour practices and a shared understanding of expectations across the entire school to ensure coherence and effectiveness in the management of pupil behaviour through a review of the whole-school behaviour policy to ensure it reflects current needs and best practice in line with research (Educational Endowment Foundation six step framework for improving behaviour in schools). EEF Improving Behaviour	Headteacher and all staff	Autumn term and ongoing	Policy is published and shared with pupils, parents, staff and governors	N/A			
Deliver training for all staff on consistent behaviour expectations and positive behaviour management strategies.	Headteacher SLT	Ongoing: Staff meetings and INSET	Staff feedback, and observations show increased confidence in applying strategies	Staff meetings/ INSET			
Each class teacher develops with pupils a classroom contract which reflects the expectations of the whole school behaviour policy.	All teaching staff	Autumn term	Contract visible in classrooms and evident through pupil voice	N/A			
Classrooms display visual prompts to reinforce routines and learning behaviours.	Headteacher	Autumn term	Routines visible in all classrooms, common language observed	Visual resources SLT/admin time			
Embed daily classroom routines and consistent expectations into teaching practice.	All staff	Autumn term	Classroom observations, learning walks and pupil voice	Staff meetings/ INSET			
Introduce regular opportunities for staff to reflect on and improve behaviour practices through performance management/coaching techniques.	All staff	Ongoing	Classroom observations, learning walks & Performance management	N/A			

<p>Monitor and track behaviour (Edukey/ABC) to gain an understanding of each child's needs, background and any factors influencing incidents of behaviour to inform ongoing practice. This will in turn, support the use of restorative and collaborative problem-solving approaches to address challenging behaviour and repair harm.</p>	<p>Headteacher ALNCO</p>	<p>Autumn term and ongoing</p>	<p>Classroom observations, learning walks, pupil voice Edukey & ABC folder</p>	<p>ANCO leadership time</p>			
<p>Use targeted approaches: The ALNCo will be responsible for coordinating and evaluating provision that extends beyond the school's universal offer. Implementing targeted behaviour strategies over a period will help support the needs of specific pupils who require extra support. This will involve liaising with external agencies and parents to implement appropriate support and monitoring its effectiveness over the long term.</p>	<p>ALNCO Teaching staff</p>	<p>Autumn term and ongoing</p>	<p>Coordination through TAPPAS/Behaviour support Review of BSP/ IDPs Provision maps Parent/carer feedback Pupil feedback Lesson observations</p>	<p>PPA leadership time cover</p>			
<ul style="list-style-type: none"> • Alongside behaviour management strategies, the school will develop ambitious, capable learners by ensuring pupils are taking increasing responsibility for their own learning through explicitly teaching and reinforcing core learning behaviours: • Resilience (keep going when it's hard) • Reflection (think about what and how you've learned) • Resourcefulness (find ways to help yourself) • Collaboration (work well with others) • Independence (take responsibility for learning) 	<p>Headteacher All staff</p>	<p>Summer term</p>	<p>Learning walks Pupil voice Staff meeting feedback</p>	<p>Cost of external training</p>			

Priority 2: Standards in English Language	Improve standards in phonics & standards in writing throughout the school		
Who is leading the project:	Headteacher and AoLE LLC leads	Link Governor:	Anna Rue & Sara Prosser
Link to Teaching Standards	Collaboration (C): seeking advice and support, working with in-school colleagues, supporting and developing others, enabling improvement. Professional Learning (PL): professional networks and communities.		
Link to SLO	Embedding systems for collecting and exchanging knowledge and learning: systems are in place to examine progress and gaps between current and expected impact.		
Link to Pedagogical Principles	<ul style="list-style-type: none"> • Talk for Writing promotes pupil independence in planning, drafting, and editing writing • Structured approaches (RWI and Talk for Writing) ensure consistency across classes and year groups. • Pupils become ambitious, capable learners through increased fluency, vocabulary, and confidence in communication. • This priority directly strengthens the Literacy, Language and Communication AoLE. • RWI and T4W are sequential and cumulative programmes that revisit and extend prior learning. • Regular RWI assessments, writing moderation, and pupil feedback are integral to this priority. • Talk for Writing routines include oral rehearsal, teacher modelling, shared editing, and peer/self-assessment • Use of model texts, storytelling, innovation tasks, and oral rehearsal in Talk for Writing makes literacy purposeful and engaging. • T4W encourages learners to generate, adapt, and edit ideas—developing creative and critical thinking skills. • The plan includes tailored interventions alongside universal high-quality provision to raise standards for all. • Pupils are grouped by need in RWI and supported with scaffolds and sentence stems in writing to ensure inclusive challenge. • The approach incorporates ALN support, parent engagement, and a flexible curriculum that adapts to learner needs and progression. 		
Where are we now based on our self-evaluation 2024-2025:		Success Criteria We will know we have succeeded when:	
<ul style="list-style-type: none"> • The approach to the planning of writing is ad-hoc and no overall progressive structure exist from teachers to plan from • The majority of pupils are not displaying age/developmental related expectations for standards in spelling, handwriting and sentence construction. Handwriting is of a poor standard across the school • Phonics is not taught consistently across the school, and this has created a tail of underachievement with many pupils in Y3 and 4 struggling with phonological awareness. 		<ul style="list-style-type: none"> • RWI: Staff demonstrate secure understanding of RWI pedagogy; phonics lessons follow the scheme consistently. • RWI: Pupils attend regular (at least 3x weekly) sessions; lessons are well-paced, engaging, and structured according to RWI expectations. • RWI: Pupil progress is tracked systematically; all pupils are reading at or above expected phonics levels. • RWI: Targeted pupils make accelerated progress; gaps in phonics knowledge are closing. 	

- RWI: Observations show consistent RWI delivery and expectations in sessions.
- RWI: Parents understand RWI routines; pupils practise effectively at home; home–school reading records show regular practice.
- RWI: Increased proportion of pupils achieving expected reading levels; strong phonics results at end of R, Y1 and Y2.
- Staff deliver TfW consistently and confidently across phases; approaches reflect CfW principles of learner progression and purposeful learning.
- Pupils demonstrate progression in vocabulary, sentence structure, and text organisation in line with CfW progression steps.
- Pupils apply features and grammar accurately and purposefully in their writing, increased confidence and independence in extended writing.
- Pupils use rich vocabulary and complex sentence structures; oracy supports improved writing quality across subjects.
- Pupils show improved spelling accuracy and handwriting fluency; writing meets CfW expectations for clarity and stamina.
- Assessment is accurate, consistent and supports teachers in planning next steps; teachers use progression steps confidently.
- Monitoring shows consistency in provision for writing, impact across all classes from T4W principles and increased phonic knowledge.

Step 1 Action Plan (Activities & strategies to make improvement happen)	By whom?	Date	Monitoring activity	Est. Cost/ Source	RAG		
					Term 1	Term 2	Term 3
<p>Rationale: The school aims to strengthen the delivery of RWI and improve writing through structured approaches based on Talk for Writing principles: Consistency, high-quality modelling, and increased opportunities for independent application are priorities. Initial scrutiny of books has identified a lack of cohesion and structure to existing language provision and as a result of this, standards in writing across the school are not consistent or to the expected standard.</p>							
<ul style="list-style-type: none"> Ensure all relevant staff are trained and confident in RWI delivery. 	Headteacher RWI Lead J Bowers	Aut term	Lesson observations Staff feedback	Cost of RWI training £1600 cluster PDG			
<ul style="list-style-type: none"> Deliver daily, high-quality phonics sessions following RWI routines, with clear progression 	Headteacher RWI Lead J Bowers	Aut term Ongoing	Learning walks Peer observations.	Supply costs 3x £240 = £720 Professional Learning			
<ul style="list-style-type: none"> Assess pupils regularly using RWI assessment tools to identify gaps and target interventions. 	Headteacher RWI Lead J Bowers	½ termly	Half-termly RWI assessments Pupil Progress meetings	Supply costs 6x £240 = £1440 PDG			
<ul style="list-style-type: none"> Track the attainment and progress of vulnerable/FSM pupils through Traciwr/PPM and Implement timely 1:1 and small group interventions for pupils. 	Headteacher ALNCO RWI Lead J Bowers	½ termly	Half-termly RWI assessments Pupil Progress meetings	Supply costs 6x £240 = £1440 PDG			

<ul style="list-style-type: none"> Provide staff training and professional development in the Talk for Writing approach to teaching writing aligned with CfW pedagogy. 	Headteacher LLC Lead S Cole	Spring term	Professional dialogue Writing moderation AoLE monitoring	£156 x 4 =£624			
<ul style="list-style-type: none"> Embed Talk for Writing principles across the curriculum with clear progression pathways from Nursery to Year 6. 	Headteacher LLC Lead S Cole	Spring term	Planning scrutiny Moderation AoLE monitoring	Supply costs 2x £240 = £480			
<ul style="list-style-type: none"> Teach transcriptional skills (spelling and handwriting) explicitly alongside composition to build fluency. 	Class Tch AoLE Lead	Aut term Ongoing	Spelling assessments Work scrutiny	N/A			
<ul style="list-style-type: none"> Establish robust, collaborative writing moderation aligned with the CfW Progression Steps and Literacy Framework 	Headteacher AoLE Lead	Summer term	Termly moderation Pupil progress meetings	Supply costs 3x £240 = £720			
<ul style="list-style-type: none"> Clear guidelines are provided on the expectations of the provision of early reading & writing: 	Headteacher All staff LLC Coordinators	Autumn term 25 Ongoing	RWI staff training Conduct practice sessions for staff with support of Narberth & RWI Learning walks	N/A			
<ul style="list-style-type: none"> All teaching and support staff who have a responsibility for the provision of reading or writing will have robust performance development targets relating to the provision and standards. 	Headteacher	Autumn term and Ongoing	Data showing the progress being made by pupils in RWI.	N/A			
<ul style="list-style-type: none"> To ensure AFL systems and routines are used effectively so that children are aware of where they are in their learning and what their next steps are. Verbal and written feedback to clearly identify what the child has done well and the next steps for improvement. 	Headteacher	Spring term	Work scrutiny, listening to learners and learning walk.	N/A			

<ul style="list-style-type: none"> To ensure that all language working walls are used in line with school policy to support pupils writing. 	SLT AoLE leads	Aut 25 Spring 26 Sum 26	Monitoring of learning environments, planning & pupil Independence.	N/A			
<p>There is limited evidence of secure pedagogical knowledge of the effective teaching of writing. Planned sequences do not build the necessary knowledge or skills in a coherent, progressive way. Planning lacks cohesion across sequences of lessons and marking/feedback often focuses on surface-level presentation and/or spelling errors rather than deepening writing skills.</p>	<p>Learning Objectives Introduce a whole-school expectation that learning objectives are made explicit at the start of lessons, revisited during learning, and used to support both teacher assessment and pupil self-assessment.</p> <p>Modelling and Success Criteria Implement the routine use of live modelling (“I do, we do, you do”) across all classes, with staff receiving practical CPD and exemplars. Ensure success criteria and models/worked examples are shared before independent work and referenced throughout lessons.</p> <p>Differentiation Require all teachers to plan purposeful focus-group teaching and targeted support based on assessment information. Develop clear expectations for stretch/challenge tasks so that more able pupils receive planned extension rather than differentiation by outcome.</p> <p>Transcription and Presentation Establish consistent non-negotiables for handwriting, spelling and presentation across the school. Monitoring should ensure expectations are applied consistently.</p> <p>Assessment and Feedback Marking and feedback policy guidelines ensure feedback/marking includes actionable next steps and that pupils routinely respond to feedback using purple polish.</p>						

Priority 3: curriculum	Development of the curriculum to improve breadth and balance and progressive development of pupil skills		
Who is leading:	Headteacher, AoLE leads all staff	Link Governor:	Sion Jenkins
Link to Teaching Standards	<p>Leadership: taking responsibility for self, exercising corporate responsibility, leading colleague's projects and programmes and supporting formal leadership roles.</p> <p>Professional Learning: Wider reading and research findings, Professional networks and communities, Continuing professional learning, Welsh language skills.</p> <p>Pedagogy: Influencing learners: challenging expectations, listening to learners, learners leading learning, sustained effort and resilience in learners, reflection on learning, learning outcomes and well-being.</p>		
Link to SLO	Creating and supporting continuous learning opportunities for all staff, Learning with and from the external environment and wider learning systems. Promoting team learning and collaboration among all staff; Embedding systems for collecting and exchanging knowledge and learning: Modelling and growing learning leadership		
Link to the 12 Pedagogical Principles	<p>P1-12 and particularly</p> <p>P11. Good teaching and learning support social and emotional development and positive relationships</p> <p>P12. Good teaching and learning encourages collaboration</p>		
Where are we now based on our self-evaluation 2024-2025:	Success Criteria		
<ul style="list-style-type: none"> No real overall planned structure for teaching of theme subjects and planning was sporadic and ad-hoc with no overall progression built in. The curriculum was not progressive in knowledge or skills development. In Nursery/Reception, the effectiveness of pedagogy and the learning environment was limited. Continuous and enhanced provision was poorly resourced and lacked purposeful planning, resulting in missed opportunities for high-quality purposeful play and development of skills. In Year 1/2, provision was predominantly whole-class, and areas were underdeveloped and lacked planned purposeful play/practice of skills. As a result, opportunities for independent and guided learning were limited. 	<p>We will know we have succeeded when:</p> <ul style="list-style-type: none"> PKC implementation is embedded in class planning. Positive feedback from staff and learners in mid-year review and pilot evaluation * AoLE lead roles and responsibilities are clearly documented and shared. AoLE leads use dedicated leadership time to monitor planning, delivery, and standards effectively. Termly monitoring cycles are established and followed. Assessment and pupil voice evidence show that pupils recall key knowledge and vocabulary over time. Pupils can explain links between what they have learned in different units and contexts. Planning documents identify meaningful links between PKC units and other AoLEs Pupils engage in authentic learning experiences that apply knowledge and skills across contexts. Cross-curricular projects or thematic work enhance engagement and deepen understanding. Lesson observations show purposeful embedding of cross-curricular skills. Pupil work demonstrates application of skills in a range of contexts. Launch/land days showcase high-quality pupil learning, understanding and engagement with pupil voice. N/R continuous and enhanced provision areas are well-resourced, organised and purposeful, enabling children to engage independently in high-quality play that clearly develops agreed skills. 		

- Consistent planning formats from N-Y2 show links between taught and practised skills.
- Year 1/2 learning environments contain well-developed, purposeful areas, each resourced to enable meaningful practice and application of taught skills.
- Planning in Y1/2 evidences intentional opportunities for purposeful play and independent practice, aligned with learning objectives across AoLEs.
- Learning walks and pupil voice demonstrate that pupils in Y1/2 engage in a balance of whole-class, guided and independent learning, leading to improved independence and application of skills.
- Examples of pupil work and curriculum information are shared regularly through Seesaw and/or land day events.
- Community links enhance learning experiences for pupils (e.g. visitors, trips, shared expertise).

Step 1 Action Plan (Activities & strategies to make improvement happen)	By whom?	Date	Monitoring	Est. Cost/ Source	RAG		
					Term 1	Term 2	Term 3
Rationale: We are doing this to ensure that there is breadth and balance across AoLEs and the curriculum includes a progressive structure of knowledge and skills							
Work with Primary Knowledge Trust on the PKC Cymru Pilot Project to Introduce the Primary Knowledge Curriculum Cymru to deliver the Curriculum for Wales AoLEs (initially humanities and Science and Technology) and cover the Statements of What Matters.	Headteacher Teaching staff	Autumn term & Ongoing	PKC training Work scrutiny AoLE lead monitoring	PKC £800 cost PDG			
Support AoLE leads to take responsibility for the development and monitoring of their areas by defining their roles and responsibilities, providing leadership time and training for curriculum monitoring and set up monitoring cycles	Headteacher AoLE leads	Autumn term Ongoing	AoLE lead monitoring Performance development	Supply costs: termly release day for each AoLE lead £240x 3 = £720 once annually			

Ensure the curriculum remains broad, balanced, and progressively structured by reviewing curriculum map and the PKC Cymru content to evaluate how well PKC supports the building of connections across AoLEs using broad concepts or themes.	Headteacher AoLE leads All staff	Bi-annual AoLE monitoring Ongoing work with PKC	Work scrutiny Analysis of planning and theme mapping	Supply costs to cover release day for PKC sessions and each AoLE lead day: £240x 3 = £720 twice annually £ 1440			
Evaluate the impact of PKC implementation on pupil knowledge and analyse how well learners retain and apply knowledge.	AoLE leads All staff	Bi-annual AoLE monitoring Ongoing	Pupil voice Theme End-of-unit AfL Work scrutiny	N/A			
Strengthen cross-curricular links to enrich and contextualise learning Identify opportunities within PKC to embed literacy, numeracy, digital skills and wider AoLEs	AoLE leads All staff	Staff meetings Twilight INSET	Termly monitoring of planning Lesson observations	N/A			
Engage parents and the wider community in the curriculum journey by sharing the curriculum vision and include parents in launch and/or land days to showcase examples of pupils' learning	Headteacher AoLE leads All staff	Ongoing	Launch/Land day	N/A			
Develop high-quality Nursery and Reception learning environments that provide clearly defined areas and enriched continuous provision, ensuring a broad and balanced curriculum that promotes progressive skill development.	Headteacher N/R staff	Aut term & Ongoing	Learning environment and AoLE walks	Cath Delve £820 per day spring term 2026			
Strengthen Year 1 and Year 2 learning environments by establishing clearly defined areas, ensuring curriculum breadth and balance and supporting the progressive development of pupil skills.	Headteacher Y1/Y2 staff	Aut term & Ongoing	Learning environment and AoLE walks	Cath Delve £820 per day spring term 2026			

Priority 4: Standards in Welsh 2nd Language	Strengthen the provision and outcomes of Welsh 2 nd language and embed a confident bilingual ethos across the school through changes in the culture and mindset of staff and pupils; greater community involvement through the work of the Criw Cymraeg and increasing confidence in Welsh language teaching for staff through training.		
Who is leading the project:	Headteacher and AoLE laith lead	Link Governor:	Marcia Allen & Sion Jenkins
Link to Teaching Standards	<p>Leadership: taking responsibility for self, exercising corporate responsibility, leading colleague’s projects and programmes and supporting formal leadership roles.</p> <p>Professional Learning: Wider reading and research findings, Professional networks and communities, Continuing professional learning, Welsh language skills.</p> <p>Pedagogy: Influencing learners: challenging expectations, listening to learners, learners leading learning, sustained effort and resilience in learners, reflection on learning, learning outcomes and well-being.</p>		
Link to SLO	Creating and supporting continuous learning opportunities for all staff, Learning with and from the external environment and wider learning systems. Promoting team learning and collaboration among all staff; Embedding systems for collecting and exchanging knowledge and learning: Modelling and growing learning leadership		
Link to Pedagogical Principles	<p>P1-12 and particularly</p> <p>P11. Good teaching and learning support social and emotional development and positive relationships</p> <p>P12. Good teaching and learning encourages collaboration</p>		
Where are we now based on our self-evaluation 2024-2025:		Success Criteria	
<p>Monitoring of Welsh language provision in the early stages of the 2025-26 academic year demonstrate:</p> <ul style="list-style-type: none"> • JB who is leading on laith is passionate and has the potential to successfully lead change within the school • There is a Criw Cymraeg up and running who meet regularly and hold weekly assemblies • The level of staff proficiency in Welsh language is good • There is evidence of bi-lingual display in some parts of the school • The provision of Welsh language is good in a minority of classes • Overall, there is little evidence of Welsh language skills being developed in a manner that is at least adequate 		<p>We will know we have succeeded when:</p> <ul style="list-style-type: none"> • Staff and pupil surveys, learning walks and monitoring show progress from the Spring 2026 baseline. • Staff and pupil confidence increases in surveys. • All classes deliver Drillio sessions five days a week and learners show clear progression in sentence patterns, fluency and accuracy. • The school maintains Siarter laith Bronze level by July 2026, with monitoring showing increased whole school incidental Welsh and bilingual routines. • Bilingual displays, Criw Cymraeg assemblies and routine incidental Welsh demonstrate a strong, visible Welsh ethos across the school. • Criw Cymraeg leads at least one Welsh-focused community activity each term and there is increased participation in Eisteddfod competitions. • Welsh Link Governor attends Criw Cymraeg meetings, participates in monitoring and Criw Cymraeg report to governors twice annually. • If neccasery, teaching staff complete at least one relevant Welsh-language professional learning pathway. 	

Action Plan:		By whom?	Date	Monitoring	Est. Cost/ Source	RAG		
						Term 1	Term 2	Term 3
Rationale: Improving the provision and standards in laith is essential for the school in meeting the expectation of progressive language development for all learners, set out in the Curriculum for Wales. The Siarter laith framework also emphasises creating a whole-school ethos where Welsh is used confidently by staff, pupils and the wider community. Strengthening staff confidence and improving 'buy in' will also improve pupil motivation and outcomes and approaches such as MARS-EARS are proven to be effective in supporting pupils to use Welsh more confidently and independently. Enhancing Criw Cymraeg involvement and leadership and increasing engagement in cultural events like the Eisteddfod also builds motivation, pride and real-life use of Welsh across the school community.								
Set baseline through monitoring of laith provision in spring term 26 including pupil and staff surveys. Evaluate against this baseline by the end of the summer term 26 and create action plan for 2026-27 SDP.		JB, GN	Spring term 26-summer term 26		N/A			
Improve staff confidence and consistency of Drillio sessions and use of Welsh routines: <ul style="list-style-type: none"> • Caitrin Phillips to signpost resources (e.g Y Gromlech) • Provide short CPD sessions in staff meetings • Allow teaching staff to observe good practice in other schools e.g Drillio sessions • Use peer modelling of good practice from JB • Survey staff attitudes to confidence in teaching Welsh 		Teachers GN, JB	Ongoing	Staff meeting agenda Monitoring documents	N/A			
All classes timetable and deliver a daily 20 min 'Drillio' session 5 days a week.		Class teachers	End of Spr term 26 ongoing	Learning walk, pupil voice Work scrutiny	N/A			
School maintains Siarter laith Bronze level by the summer term -July 2026 (expectations set through non-negotiables)		All staff GN, JB	July 2026	Learning walk	N/A			

Increase the visibility of Welsh through bilingual displays, Criw Cymraeg (and other) assemblies, Cymro/Cymraes yr Wythnos and incidental Welsh in daily routines as per Siarter Iaith guidance, building a whole-school culture of Welsh language being used naturally.	All staff	July 2026	Learning walk, Pupil voice	N/A			
Increase participation in local community Welsh events and Urdd Eisteddfod competitions through termly Welsh community events through the Criw Cymraeg to be decided by Criw Cymraeg and participation in Eisteddfod.	JB, all staff	Summer term and ongoing		N/A			
Strengthen governance through a Welsh Link Governor and accountability through monitoring <ul style="list-style-type: none"> • Link governor attends Criw Cymraeg meetings • Link governor to be involved with monitoring and provided with information on Siarter Iaith documents for understanding • Criw Cymraeg feedback to FGB twice annually • Monitoring of Welsh 2nd lang as part of monitoring cycle 	GN, JB	Summer term	GN amend governor link structure in spr term 26 -meet with governors in sum 26	N/A			
Develop staff Welsh language confidence through external and/or self-directed training: <ul style="list-style-type: none"> • Teaching staff complete at least one professional learning pathway (e.g Partneriaeth courses/ DysguCymraeg.cymru 	All staff	Ongoing		As needed per course			