

School Development Plan: 2025-2028



Headteacher:	Jayne Phillips		Chair of Governors:	Cllr Jane Tremlett
School name:	Rhif LIC	Iaith LIC	Address	
Laugharne VCP School	6693003	English	Orchard Park, Laugharne, Carmarthenshire, SA33 4TE	

Phone	E-mail	Website
01994 427228	admin@laugharne.ysgolccc.cymru	https://www.laugharne.ysgolccc.cymru

CONTENTS PAGE

Our Schools	Our School Context and data	
	School vision and Mission Statement	
	Roles, Responsibilities and Resources	
Self-evaluation	Reviewing the progress and impact of last year's SDP	
	Where are we now? <i>SWOT analysis or SER</i>	
Priorities & Targets	Overview of 2025-2026 priorities	
	2025-2026 Priority 1	
	2025-2026 Priority 2	
	2025-2026 Priority 3	
	2025-2026 Priority 4	
	2025-2026 Priority 5	
	2025-2026 Priority 6	
	High level priorities and targets Year 2+3	
	Review of progress against ESTYN recommendations	
	Progress against national and local priorities eg WESP	
Appendices	Overview of policy review	
	Log of Additional Professional Development (<i>PL which is not part of SDP priorities</i>)	

SCHOOL CONTEXT AND DATA

Schools Context /Data			
Number of pupils on roll	54	% of pupils who are from Welsh speaking homes	0%
Number of pupils of statutory school age	43	% English as an additional language	0%
Number of pupils in nursery class	0-September 2-FT 4- PT January 3 FT 1- PT April	% ALN register	12% (6)
% of pupils of statutory school age eligible for FSM	25% (13)	% Ethnic background different from 'White British'.	6% of pupils are from an ethnic background other than White British/Welsh, but this is pending confirmation for the 4 new pupils.
Whole school attendance % for previous academic year	 91.32	Financial position of the school	£ 455,728 Net Expenditure 2024/25 -353,034 Formula Funding Allocation 2024/25 38,808 Deficit Brought Forward from 2023/24 141,502 Deficit Carried Forward to 2025/26
Date of last ESTYN inspection	October 2022	Date of headteacher appointment	Acting June 2022-Sept 2024 Headteacher – October 2024

Leadership Structure and Qualifications				
Staff member	Headteacher	TLR	Pamela McIntosh	ALNco
Name	Jayne Phillips	Rhian Lewis		Jayne Phillips
Leadership qualifications	NPQH	Senior Leaders	Middle Leader	-



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.
Article 3 : Everyone who works with children should always do what is best for each child.

2025-2026 Class Structure and Contextual Information										
Year group	Staff	Number of pupils	FSM	CIN	LAC	EAL	Late arrivals	ALN	Traveler	Armed forces children
PT Nursery	Nia Thornley Lynne Power	4	0	0	0	0	0	0	0	0
FT nursery	Pamela McIntosh Nia Thornley	0-Sept 2- Jan	0	0	0	0	0	0	0	0
Reception		5	1	0	0	0	2	1-EN	0	0
Year 1	Pamela McIntosh Amanda Reynolds Claire Thomas	3	0	0	0	0	1	0	0	0
Year 2		10	3	0	0	0	4	2-EN	0	0
Year 3		4	0	0	0	0	1	1-IDP	0	0
Year 4	Rhian Lewis Donna Blewitt Lynne Power	11	4	0	0	0	5	2-EN 1-IN 3-IDP	0	0
Year 5		8	1	1	0	0	1	2-EN 1-IDP	0	0
Year 6		8	2	0	0	0	6	1-IDP 1-IN	0	0
ALNco / PPA	Jayne Phillips – ALNco Christina Cook - PPA									
	Teachers	LSA	Admin	Caretaking	Cleaning	Lunchtime	Kitchen	Total		
No. of Staff	2.5	6	1	1	2	2	2	16.5		

Staffing Structure

Leadership & Teaching Staff

- Part-time Head Teacher:
(Shared 0.5 with Llanmiloe School)
- Full-time Teachers: 2



Support Staff

- Level 1 Teaching Assistants : 5
- Level 3 TA : 1

Administrative & Ancillary Staff

- Part-time Admin Officer: 3 days per fortnight
- Part-time Caretaker: 9 hrs per week
- Lunchtime Supervisors: 2

Tim Talacharn

Love for Learning Love for Life



Our Staff



Our Classes



Mixed-Year Group Classes

Class	Pupils	Adults (Teacher + TA)	Ratio	Additional Support
Dosbarth Telyn (Nursery – Rec)	5	1 Teacher Planning + 1 L3 TA leading room	1:5	
Dosbarth Barcud (Y1 – Y3)	18	1 Teacher + 2 TAs (both 1:1 assigned but support whole class when possible)	1:16	+ 2x 1:1 TAs
Dosbarth Draig (Y4 – Y6)	27	1 Teacher + 2 TA (both 1:1 assigned but 1 supports a small group with similar needs)	1:23	+2x 1:1 TAs

Adult-to-Pupil Ratios (Approximate)

Voluntary Controlled Church in Wales School

Platinum ECO School
Person Centered School



Laugharne's Overall Deprivation (WIMD 2025)

- Ranked 881 out of 1,909 LSOAs in Wales, placing it among the 30-50% most deprived.
- Ranked 52 out of 112 LSOAs in Carmarthenshire.

Laugharne School serves a rural community with moderate deprivation. Employment challenges, limited access to services, and housing concerns may impact pupil well-being and attendance. However, education deprivation is low, and community safety and health outcomes are positive.

The school focuses on supporting families, improving access to services, and maintaining high-quality education to ensure equity and opportunity for all pupils.

Our Locality

Our Pupils

Pupil Numbers

- Total on Roll: 51 pupils (Ages 4–11)
- Nursery Starters – January 2026: 3 pupils | April 2026: 2 pupils
- Additional Learning Needs (ALN)
 - Pupils receiving tailored support: 33% (17 pupils)
 - Emerging Need (E.N.): ~20% (10 pupils)
 - Identified Need (IN): ~2% (1 pupil)
 - School IDP (Sch-IDP): ~12% (6 pupils)

Free School Meals (FSM) & Universal Provision

- FSM Eligible: ~22% (11 pupils)
- All pupils eligible for Universal Provision FSM (UPFSM)

Ethnicity & Language

- EAL Pupils: 0
- Ethnicity: Nearly all pupils are White British

Mobility / Late Arrivals

- Originals (with Laugharne since N2 entry): 31 pupils (61%)
- Late Arrivals (joined later or with interrupted journey): 20 pupils (39%)
- Highest mobility cohorts: Year 6 (67%), Year 4 (45%), Year 2 (40%), Reception (40%)



Cariad at Dysgu Cariad at Fwyd



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.

Article 3 : Everyone who works with children should always do what is best for each child.

Our Vision at Ysgol Talacharn

CARIAD AT DDYSGU, CARIAD AT FYWYD
LOVE FOR LEARNING, LOVE FOR LIFE

We believe that each child should be happy, safe and provided with excellent opportunities in all aspects of school life in order to fulfil their potential.

We aim to develop the pupils of Laugharne Church in Wales School as:



Ambitious, Capable Learners

who are ready to learn throughout their lives...

Problem solvers
Inspired
Resilient
Life-long learners
Independent
Challenged
Growth Mindset
Prepared for the future

Healthy, Confident Individuals

who are ready to lead fulfilling lives as valued members of society...

Nurtured
Ready
Happy
Respectful
Safe
Celebrated
Healthy Confident
Positive

Ethical, Informed Citizens

who are ready to be citizens of Wales and the world...

Inclusive
Aware
Celebrate diversity
Equity
Proud to be Welsh
Global citizens
Curious
Cultured
Part of a Community

Enterprising, Creative Contributors

who are ready to play a full part in life and work...

Reflective
Creative
Flexible
Responsible
Responsive to others
Adaptable
Inquisitive
Collaborative



Criw Cymreag

Eco Committee

Sports Ambassadors

Digital Champions

READ LEAD SUCCEED
Literacy Leaders

Maths Marvels

Members of Staff

Name	Post	Responsibility
Jayne Phillips	Headteacher and ALNco	Designated Safeguarding Person (DSP), Additional Learning Needs Coordinator (ALNco), overall strategic leadership and management of school, Pupil Management Board Lead.
Rhian Lewis	Senior Teacher – Dosbarth Draig	Safeguarding; communication and parental/visitor support (Dojo, calendar, technical queries, meet and greet); staff absence and cover; coordination of rotas and key events (lunch, breaks, Harvest, Christmas, Leavers); daily health & safety checks; staff meeting leadership (planning, facilitation, minutes); resource management and ordering; teacher governor; AoLE Lead for LLC (Welsh) and Science & Technology; Bronze Ambassadors Committee lead.
Pamela McIntosh	Class Teacher- Dosbarth Telyn & Barcud	Safeguarding support; new starters/induction and transition; monitoring attendance and welfare checks AoLE Lead – Maths and Numeracy; Maths Marvels Committee lead.
Nia Thornley	TA L3 – Telyn Lead Lunch Time Supervisor	Nursery/Reception lead TA, Nurture Provision Lead, RWInc group leader, Literacy Leaders Committee lead; Breakfast club organisation and lunchtime supervision,
Christina Cook	TA L3- ELSA, Intervention and PPA	ELSA, PPA cover; intervention delivery; RWInc group leader; Criw Cymraeg Committee lead
Amanda Reynolds	TA L1 1:1 Lunch Time Supervisor	1:1 support, RWInc group leader, lunchtime supervision, Ethos Committee Lead
Claire Thomas	TA L1 1:1	1:1 support, RWInc group leader, Digital Champions Committee Lead
Donna Blewitt	TA L1 1:1 Cleaner & Caretaker	1:1 support, RWInc group leader, Eco Committee Lead; Site security and maintenance; cleaning duties
Lynne Power	TA L1 1:1	1:1 support
Nicola Gautier	Kitchen Assistant Cleaner & Casual Caretaker Breakfast Club Supervisor	Breakfast club organisation; casual site security and maintenance; cleaning duties
Casey Blewitt	Breakfast Club Supervisor Lunch Time Supervisor	Breakfast club organisation and lunchtime supervision
Irene Davies	School Support Officer Clerk to the GB	School administration; financial support; records management; clerk to governors



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.
Article 3 : Everyone who works with children should always do what is best for each child.

Governing Body Membership			
Name	Category of Governor	Term of Office	GB member's area of responsibility
Cllr Jane Tremlett	LEA Governor	12.10.24- 11.10.28	Chairperson – Safeguarding Governor; Wellbeing Sub-Committee Member; LLC (English) and Expressive Arts Link Governor; Priority 1
Pamela Jones	Foundation Governor	27.11.24- 26.10.28	Vice Chairperson – Curriculum Sub-Committee Member; Finance Sub-Committee Member; LLC (Welsh) and Maths & Numeracy Link Governor; Priority 2
Rhian Lewis	Staff (Teaching)	01.03.23- 28.02.27	Priority 2
Rev. Justin Arnott	Foundation	22.11.21- 21.11.25	Premises & H&S Sub-Committee Chair; Wellbeing Sub-Committee Member; Finance Sub-Committee Member; Humanities & RVE Link Governor; Priority 3
Rev. Carys Butler	LEA Governor	01.09.22- 31.08.26	Wellbeing Sub-Committee Member; Grant Sub-Committee Member; Health & Wellbeing Link Governor.
Kate Hurst	Parent	26.06.23- 25.06.27	Curriculum Sub-Committee Chair; Humanities Link Governor; Priority 4
Roxanne Treacy	Parent	24.01.22- 23.01.26	Vulnerable Children Governor (ALN, FSM, LAC, EAL); Grant Sub-Committee Chair; Curriculum Sub-Committee Member; Priority 6
Simon Dumayne	Parent	13.10.22- 12.10.26	Finance Sub-Committee Chair; Grant Sub-Committee Member; Science & Technology Link Governor
Lucy Davies	Community Governor	13.11.24- 12.11.28	Wellbeing Sub-Committee Chair; Curriculum Sub-Committee Member; Expressive Arts Link Governor; Priority 5
Don Avery	Community Governor	21.07.25- 22.07.29	Premises & H&S Sub-Committee Member

Budget and Grants		
Budget source	Purpose-Terms	Core school budget allocation (formula funding)
School Budget – See appendix doc 1 for further info	During this year the governors have allocated: • Staffing: £377,230 • Premises & Utilities: £38,316 • Services & Operational Costs: £7,500 • SLAs: £26,284 • Other: £16,188 • Total Planned Expenditure = £406,682	£312,726
Local Authority Education Grants 2025-2026		Allocation
School Standards	• Maintain or improve staff-to-learner ratios in Nursery, Reception, Year 1, and Year 2 in line with the 1:8 and 1:15 benchmarks. • Enhance the quality of teaching and learning for primary learners, with a focus on literacy, numeracy, and well-being. • Provide targeted interventions and resources to support primary learners in the Foundation Phase and Key Stage 2. • Invest in professional learning to enhance staff capacity and expertise.	£31,809.92
Equity Pupil Deprivation Grant (PDG) Early Years Pupil Deprivation Grant (EYPDG)	• Improve outcomes for disadvantaged pupils, particularly in terms of literacy, numeracy, and emotional well-being. • Provide targeted intervention to support pupils who require additional help to meet curriculum expectations. • Promote positive mental health and well-being to ensure pupils are ready to engage in learning. • Enhance pupil engagement and achievement, particularly for those who are at risk of underachievement	£11,500 £1150
Reform	• Support curriculum design and implementation in line with the Curriculum for Wales framework.	



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.
Article 3 : Everyone who works with children should always do what is best for each child.

Professional Learning Grant (PLG)	• Provide professional development for staff, specifically on curriculum design, assessment, and progression. • Encourage collaboration within the school and with neighbouring schools to enhance curriculum design and share best practices. • Support the effective use of assessment tools to inform planning and teaching.	£2052
Additional Learning Needs (ALN)	• Strengthen the school's capacity to manage the transition to the new ALN system and implement person-centred planning. • Increase staff understanding and skills around the ALN Code, including facilitating training and sharing good practices for identifying and meeting the needs of ALN learners. • Provide appropriate release time for the ALNco to fulfil their duties effectively, including engaging in the ALN professional learning pathway and participating in relevant forums. • Foster collaborative approaches across the school and with other schools within the cluster to manage ALN-related challenges.	£2325.55

Where are we now? - headlines from SER

STRENGTHS Things the school does well. Characteristics and/or activities that are unique/innovative to the school. Aspects we wish to share and celebrate. Linked to 3 Inspection Areas – Estyn (2024)	AREAS FOR IMPROVEMENT Areas in which the school could be working much more effectively in, or things which the school could be doing better. Linked to 3 Inspection Areas – Estyn (2024)
Secure progress in literacy and numeracy, particularly in decoding, retrieval and number fluency.	Improve higher order reading comprehension and inference.
Strong safeguarding culture with confident staff and well-embedded systems.	Strengthen spelling accuracy and consistency of marking/feedback.
Inclusive teaching with effective deployment of support staff to meet ALN needs.	Extend problem-solving and reasoning opportunities in mathematics.
Positive pupil wellbeing and strong engagement with school values and Christian ethos.	Provide greater challenge for more able pupils.
Strong church and community links that enhance the school's ethos and events.	Embed incidental Welsh and strengthen progression in reading and writing.
Developing curriculum design offers breadth, balance, and progression across AoLEs.	Improve attendance for persistent absentees.
Effective pupil voice through Bronze Ambassadors and committees.	
Respectful relationships and positive behaviour, underpinned by the school's values.	
Strong teamwork among staff, ensuring consistency and awareness of individual needs.	
OPPORTUNITIES Times, conditions, situations, resources, positions, external factors, people etc the school can use and take advantage of to improve its provision	THREATS External factors which could have a limiting effect on the school and its quality of provision now or in the future
Cluster collaboration to strengthen progression and curriculum design.	Falling roll and no day care provision locally.
Federation working to share expertise and resources.	Class structure changes and pressure on staffing resilience.
Professional learning grants to enhance CPD in key priority areas.	High mobility and late arrivals in specific cohorts impacting consistency and outcomes.
Greater use of HWB and digital tools to enrich learning and assessment.	Persistent absence within a small but significant group of pupils.
Positive marketing and community engagement to support attendance and rebuild school image.	Variability in progression between cold-to-hot tasks.
Experienced staff and ALNco leading curriculum and ALN development.	Financial pressures with a growing deficit despite staff and class reductions.
	High proportion of complex ALN pupils requiring significant adult support.
	ALN funding formula not aligned to actual pupil needs.



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.
Article 3 : Everyone who works with children should always do what is best for each child.

REVIEWING THE IMPACT OF LAST YEARS SDP 2024 – 2025

Priority	Impact Did we meet our targets? What was the impact? If not fully met, explain why.	Evidence	RAG progress
Priority 1 – Developing assessment systems to enable responsive teaching and learning	AfL strategies are now embedded and used consistently. Teachers make effective use of real-time assessment (whiteboards, questioning, cold-to-hot tasks) to inform teaching. Pupils increasingly respond to feedback through editing and self-assessment. However, progression between cold-to-hot tasks is not always visible and spelling outcomes remain inconsistent.	Lesson observations, book scrutiny, personalised assessment analysis, governor monitoring (Spring–Summer 2025)."	 Secure
Priority 2 – Strengthen whole- school curriculum design processes	The curriculum is broader and increasingly aligned with Curriculum for Wales principles. Most classes cover a range of genres linked to topics and number work is taught progressively. Pupils enjoy engaging lessons and trips. However, coverage of reasoning and problem-solving is uneven, structured oracy in Foundation Phase is underdeveloped, and enrichment opportunities remain limited.	Work scrutiny, curriculum monitoring, pupil voice, parent survey feedback, maths monitoring reports.	 Suitable
Priority 3 – Improve the teaching of writing	Pupils show clear improvements in extended writing, editing, and awareness of genre features. Cold-to-hot writing is embedded and pupils can reflect on progress using success criteria. Handwriting and presentation are generally neat. However, spelling remains underdeveloped in KS2 and handwriting fluency varies.	Lesson observations, book scrutiny, governor monitoring (Spring– Summer 2025).	 Strong



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.
Article 3 : Everyone who works with children should always do what is best for each child.

OUR SDP PRIORITIES 2025 - 2026



Laugharne and Llanmiloe Soft Federation School Development Plan Priorities Overview

Raise Standards in Literacy (Cluster and Federation Priority)

Priority 1: Improve pupils' literacy by strengthening comprehension, spelling, and extended writing through consistent teaching and progressive approaches across the curriculum.

Raise Standards in Welsh Language Development (Federation Priority)

Priority 2: Improve pupils' Welsh by strengthening oracy and reading so that pupils use Welsh more confidently and independently across the school day.

Improve Mathematical Reasoning and Challenge (Federation and School Priority)

Priority 3: Raise standards in mathematical reasoning by embedding consistent teaching of problem-solving strategies and ensuring pupils explain, apply, and justify their methods independently

Embed Assessment for Progression (Federation Priority)

Priority 4: Strengthen assessment of progression by embedding consistent systems to track, evaluate, and respond to pupils' learning across the curriculum

Secure Curriculum Coherence and Enrichment (Federation Priority)

Priority 5: Strengthen whole-school curriculum design to ensure balance, breadth, and progressive development of skills across all Areas of Learning and Experience (AoLEs) within new class structure

Improve Attendance and Equity of Access (Federation and LA Priority)

Priority 6: Improve attendance and reduce absence among vulnerable learners by strengthening pupil tracking, evaluating the impact of interventions, and working closely with families to remove barriers to engagement and access to learning.

<u>Cluster & Federation</u> <u>Priority</u> <u>1</u>		Priority 1: Improve pupils' literacy by strengthening comprehension, spelling, and extended writing through consistent teaching and progressive approaches across the curriculum.			
Who is leading on Reading Project?	Staff	Cluster Headteacher-Jayne Phillips Sara Owens (Llanmiloe)	Governing Body	Laugharne - Jane Tremlett Llanmiloe – Amanda Gibbs	
Where are we now? Based on Cluster Self-evaluation		Targets & Success Criteria We will know we have succeeded when:		Key Sources of Evidence	
Personalised assessments show that while most pupils read with fluency and recall, higher-order comprehension (inference, deduction, summarising) remains underdeveloped, particularly in KS2. Book scrutiny confirms pupils can recall and retrieve but struggle to analyse, infer, and summarise effectively. Application of non-fiction text structures is limited. Monitoring shows pupils value feedback, but progression between cold-to-hot tasks is inconsistent across classes. Pupils demonstrate improved extended writing and editing, but spelling remains a significant weakness, particularly in KS2, limiting accuracy and independence. Handwriting and presentation have improved but are not consistently fluent across classes. AfL strategies are embedded and support most learners, though feedback does not always extend more able pupils' vocabulary or structure.		- Pupils demonstrate measurable progress in inference, deduction, and summarising, shown in personalised assessments, book scrutiny, and pupil voice. - Teachers consistently model comprehension strategies (inference, summarising, non-fiction structures) and embed them in daily practice. - Pupils apply spelling strategies independently, leading to greater accuracy in extended writing and editing. - Cold-to-hot writing tasks across all year groups show clear progression, with pupils independently improving drafts using success criteria. - Moderation and cross-school scrutiny evidence consistency of practice in comprehension, spelling, and writing. - Pupil voice confirms increased confidence and enjoyment in applying reading and writing strategies.		- Personalised assessment outcomes (comprehension strands). - Book scrutiny across genres showing comprehension strategies, spelling application, and progression between drafts. - Pupil voice discussions and transcripts. - Lesson observations of teacher modelling and feedback. - Moderation records across year groups and cluster. - INSET evaluation forms and staff self-reflection logs.	



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.
Article 3 : Everyone who works with children should always do what is best for each child.

Who is leading this Project?		Jayne Phillips			
Mini Action Plan - Comprehension (Inference, Summarising, Non-Fiction)	By whom?	Start	End	Est. Cost / Source eg SB,PDG etc	Source of evidence if applicable
Step 1: Preparing (Seeking advice, viewing good practice, professional development)					
Analyse personalised assessment data across the cluster to identify reading skills gaps	Cluster Heads + Literacy Leads	June 2025	July 2025	N/A	Cluster-wide personalised assessment reports
Collate reading skill focus areas per school and identify shared challenges	Cluster Literacy Leads	June 2025	July 2025	N/A	Skills analysis documents; shared cluster report
Plan and prepare CPD content for INSET on inference, summarising and non-fiction reading	Cluster CPD team	July 2025	October 2025	SB / PDG (for CPD prep/release time)	INSET programme and CPD resources
Step 2: Action Plan (Activities & strategies to make improvement happen)					
Deliver November cluster INSET focused on modelling inference, summarising and non-fiction reading.	CPD facilitators & staff	3 rd November 2025	November 2025	SB / Cluster CPD allocation	INSET evaluations, shared planning
Embed shared comprehension strategies consistently across classes	All teaching staff	November 2025	Ongoing	N/A	Lesson observations, planning scrutiny
Moderation cycle: Spring moderation of comprehension strategies, with cross-school scrutiny	Literacy Leads & SLT	February 2026	March 2026	N/A	Moderation forms, pupil voice transcripts
Use shared folder for annotated texts, exemplars, and case studies	All staff	November 2025	July 2026	N/A	Cluster Teams folder, peer observations
Analyse end-of-year data to evaluate progress	Cluster Heads & SLT	June 2025	July 2026	N/A	Assessment comparison report, progress review
Working with Community <i>How will you work with pupils, parents and the wider community to achieve this priority?</i> • Share strategy guides with families (via digital newsletters or briefings) to support home reading practices aligned to school strategies. • Include comprehension challenges in school newsletters, literacy weeks, or Dojo/Class Charts messages. • Invite community partners such as local libraries, poets, or authors to support pupil engagement and link real-life relevance to reading. • Involve pupils in leading reading assemblies or peer reading coaching that model summarising and inference.					

STEP 3 : REVIEWING AND EVALUATING PROGRESS AGAINST MILESTONES / SUCCESS CRITERIA

Date	Monitoring Activity Undertaken (ensure this aligns to SEM calendar)	IMPACT ASSESSMENT – Evaluation of the impact of planned actions against the success criteria <i>Colour Code Staff input eg Headteacher, Deputy Headteacher, Governor</i>
Sept 30	Lesson observations (focus on comprehension and writing strategies)	Milestone 1 Autumn 2025 Are teachers consistently modelling comprehension strategies, spelling rules, and writing processes?
Oct 13	Staff meeting – moderation of cold/hot tasks	
Oct 6–17	Assessment fortnight – comprehension data analysis	
Nov 3 INSET	Cluster comprehension CPD (embedding strategies)	
Nov 10–14	Book scrutiny – Literacy focus (spelling, writing)	
Apr 20 twilight	Review of writing and spelling progress	Milestone 2 Spring 2026 Are pupils applying comprehension, spelling, and writing strategies with increasing independence?
TBC with cluster	Cluster Moderation - Reading	



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.
Article 3 : Everyone who works with children should always do what is best for each child.

		Are more able pupils consistently challenged to extend vocabulary, sentence structures, and higher-order reading skills?
July 6–10	End-of-year assessment analysis (progress in comprehension, spelling, writing)	Milestone 3 Summer 2026 - Do assessment outcomes confirm measurable progress in reading comprehension, spelling accuracy, and extended writing quality? - Is independence in applying strategies (reading, spelling, writing) sustained across classes and year groups? - Have gaps between vulnerable learners and their peers narrowed in reading, spelling, and writing outcomes?

Who is leading this Project?		Sara Owens				
Mini Action Plan - Spelling		By whom?	Start	End	Est. Cost / Source eg SB,PDG etc	Source of evidence if applicable
Step 1: Preparing (Seeking advice, viewing good practice, professional development)						
Audit spelling provision to identify current strengths and weaknesses (Literacy Leads, Sept–Oct 2025, N/A, provision audit).		Teachers	Nov 2025	Ongoing	N/A	planning/book scrutiny
Prepare CPD on structured spelling progression (Literacy Leads, Oct–Nov 2025, SB/PDG, CPD programme/resources).		Literacy Leads	Oct 2025	Nov 2025	SB/PDG	CPD programme/resources).
Step 2: Action Plan (Activities & strategies to make improvement happen)						
Implement progressive spelling programme consistently across all classes		Teachers	Nov 2025	ongoing	N/A	planning/book scrutiny
Provide targeted interventions for vulnerable learners using PDG-funded TA sessions		TAs	Termly,		N/A	scrutiny/moderation notes
Working with Community <i>How will you work with pupils, parents and the wider community to achieve this priority?</i> - Share weekly spelling focus with families via newsletters/Dojo so parents can support practice at home. - Run family spelling workshops/coffee mornings to model strategies for supporting pupils. - Celebrate improvements in spelling through whole-school recognition (e.g. “Spelling Stars” in assemblies). - Provide digital resources (games, word lists) for families to use at home						

STEP 3 : REVIEWING AND EVALUATING PROGRESS AGAINST MILESTONES / SUCCESS CRITERIA

Date	Monitoring Activity Undertaken (ensure this aligns to SEM calendar)	IMPACT ASSESSMENT – Evaluation of the impact of planned actions against the success criteria <i>Colour Code Staff input eg Headteacher, Deputy Headteacher, Governor</i>
Sept 30	Lesson observations (focus on comprehension and writing strategies)	Milestone 1 Autumn 2025 - Are teachers consistently modelling comprehension strategies, spelling rules, and writing processes? - Are pupils beginning to apply taught strategies (inference, summarising, spelling conventions, editing) with support? - Is there clear evidence in books of progression between baseline/cold tasks and taught/hot tasks?
Oct 13	Staff meeting – moderation of cold/hot tasks	
Oct 6–17	Assessment fortnight – comprehension data analysis	
Nov 10–14	Book scrutiny – Literacy focus (spelling, writing)	
Apr 20 twilight	Review of writing and spelling progress	Milestone 2 Spring 2026 - Are pupils applying comprehension, spelling, and writing strategies with increasing independence? - Do book scrutiny and moderation confirm improved accuracy and quality in pupils’ work across reading, spelling, and extended writing? Are more able pupils consistently challenged to extend vocabulary, sentence structures, and higher-order reading skills?
July 6–10	End-of-year assessment analysis	Milestone 3 Summer 2026



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.
Article 3 : Everyone who works with children should always do what is best for each child.

	(progress in comprehension, spelling, writing)	- Do assessment outcomes confirm measurable progress in reading comprehension, spelling accuracy, and extended writing quality? - Is independence in applying strategies (reading, spelling, writing) sustained across classes and year groups? - Have gaps between vulnerable learners and their peers narrowed in reading, spelling, and writing outcomes?
--	--	--

Who is leading this Project?		Sara Owens			
Mini Action Plan - Writing (Cold-to-Hot Progression & Editing)	By whom?	Start	End	Est. Cost / Source eg SB,PDG etc	Source of evidence if applicable
Step 1: Preparing (Seeking advice, viewing good practice, professional development)					
Plan CPD on cold-to-hot writing tasks, editing, and feedback	Literacy Leads	Sept 2025	Oct 2025,	SB/PDG,	CPD materials
Create exemplars of progression in cold-to-hot writing for staff to share	Literacy Leads	Sept 2025	Oct 2025	N/A	exemplar bank
Step 2: Action Plan (Activities & strategies to make improvement happen)					
Embed cold-to-hot tasks across all year groups and genres	Teachers	Oct 2025	ongoing	N/A	book scrutiny
Model editing and peer/self-assessment explicitly in lessons	Teachers	Oct 2025	ongoing	N/A	lesson obs/pupil work
Moderate extended writing termly to ensure progression and consistency	SLT & staff	Dec 2025	July 2026	N/A	moderation records
Challenge more able pupils by extending vocabulary and sentence structures in editing tasks	Teachers	Nov 2025	ongoing	N/A	book scrutiny/pupil progress)
Working with Community How will you work with pupils, parents and the wider community to achieve this priority?					
- Share cold-to-hot writing samples with parents to demonstrate progression. - Host a “Celebration of Writing” event where pupils read their polished writing to families. - Publish examples of pupil writing in newsletters, the school website, and local community displays. - Involve local writers/poets in workshops to inspire pupils and link writing to real-life contexts.					
STEP 3 : REVIEWING AND EVALUATING PROGRESS AGAINST <u>MILESTONES</u> / SUCCESS CRITERIA					

Date	Monitoring Activity Undertaken (ensure this aligns to SEM calendar)	IMPACT ASSESSMENT – Evaluation of the impact of planned actions against the success criteria <i>Colour Code Staff input eg Headteacher, Deputy Headteacher, Governor</i>
Sept 30	Lesson observations (focus on comprehension and writing strategies)	Milestone 1 Autumn 2025 - Are teachers consistently modelling comprehension strategies, spelling rules, and writing processes? - Are pupils beginning to apply taught strategies (inference, summarising, spelling conventions, editing) with support?
Oct 13	Staff meeting – moderation of cold/hot tasks	
Oct 6–17	Assessment fortnight – Story writing data analysis	
Nov 10–14	Book scrutiny – Literacy focus (spelling, writing)	
Apr 20 twilight	Review of writing and spelling progress	Milestone 2 Spring 2026 - Are pupils applying comprehension, spelling, and writing strategies with increasing independence? - Do book scrutiny and moderation confirm improved accuracy and quality in pupils’ work across reading, spelling, and extended writing? Are more able pupils consistently challenged to extend vocabulary, sentence structures, and higher-order reading skills?
July 6–10	End-of-year assessment analysis (progress in comprehension, spelling, writing)	Milestone 3 Summer 2026 Do assessment outcomes confirm measurable progress in reading comprehension, spelling accuracy, and extended writing quality?



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.
Article 3 : Everyone who works with children should always do what is best for each child.

		Is independence in applying strategies (reading, spelling, writing) sustained across classes and year groups? Have gaps between vulnerable learners and their peers narrowed in reading, spelling, and writing outcomes?
--	--	---

Federation Priority 2	Improve pupils' independence and fluency in spoken Welsh through consistent expectations, clear progression and purposeful opportunities to use the language.			
Who is leading this project?	Staff	Rhian Lewis (Laugharne)	Governing Body	Laugharne -Pamela Jones Llanmiloe – Beryl Bowen
Where are we now? Based on our self-evaluation		Targets & Success Criteria We will know we have succeeded when:		Key Sources of Evidence
Monitoring from 2023–2024 and 2024–2025 confirms that Welsh is now visible across the school and that pupils are generally positive and willing to engage. Incidental Welsh, assemblies and shared language patterns are established. However, practice remains inconsistent between classes, and many pupils still rely on adult prompting. Progression in oracy is not yet secure, and opportunities for pupils to use Welsh independently beyond rehearsed routines are limited. The next phase of improvement must therefore focus on consistency, progression and pupil independence. Pupils engage positively with Welsh and are willing to try short phrases. However, many still lack the fluency and independence to use Welsh beyond adult prompts. Staff confidence and consistency in modelling sentence patterns varies, which limits pupils' exposure to progressive language structures. Progression in oracy is not consistently planned or tracked across progression steps, and expectations between classes remain uneven.		• Pupils use incidental Welsh independently during daily routines and simple classroom interactions. • Teachers consistently model and promote Welsh sentence patterns across the school day. • There is clear and planned progression in Welsh oracy from Foundation Phase through KS2. • Pupils respond to short Welsh reading texts with increasing confidence and understanding. • Criw Cymraeg initiatives lead to measurable increases in pupils' independent use of Welsh. • Welsh is evident and used naturally across whole-school life, not confined to taught Welsh sessions.		• Lesson observations and learning walks (oracy, incidental Welsh). • Pupil voice discussions and self-assessment tools. • Book scrutiny of Welsh reading tasks. • Criw Cymraeg logs and pupil-led initiatives. • Staff self-evaluation surveys. • Cluster moderation of oracy and reading outcomes. • Short focused learning walks listening for pupil talk • Monitoring comments that evaluate pupil outcomes, not only provision



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.
Article 3 : Everyone who works with children should always do what is best for each child.

Reading activities are developing but are often limited to word, label or caption work, with pupils not yet secure in responding independently to short texts. Criw Cymraeg is active and visible but their wider impact on whole-school culture and independent pupil use of Welsh is still developing rather than embedded.					
Action Plan	By whom?	Start	End	Est. Cost / Source eg SB,PDG etc	Source of evidence if applicable
Step 1: Preparing (Seeking advice, viewing good practice, professional development)					
• Audit staff confidence and consistency in using Welsh daily	SLT	Sept 2025	Oct 2025	N/A	Staff surveys
• Review current Siarter Iaith status and update action plan•	Welsh Coordinator, RL	Sept 2025	Oct 2025	N/A	Siarter Iaith framework
• Gather pupil voice on attitudes to Welsh	Welsh Coordinator	Oct 2025	Oct 2025	N/A	pupil surveys
• Research progression and oracy exemplars (e.g., Hwb, local cluster)	Welsh Coordinator, RL	Oct 2025	Oct 2025	N/A	exemplary collection
Meet with Alex Knott from Darllen Co who is developing a reading scheme for Welsh 2 nd language.	RL	September 2025	September 2025	N/A	Meeting notes
To contact Iona Llyr for advice and guidance and if she has availability for staff training.	RL	September 2025	September 2025	N/A	Meeting notes
Step 2: Action Plan (Activities & strategies to make improvement happen)					
Agree whole-school non-negotiables for Welsh oracy expectations (greetings, register, transitions, praise, exit questions)	All staff	Nov 2025	Nov 2025	N/A Staff meeting	Staff Meeting Minutes and Agreed document

Provide targeted CPD focused on extending pupil responses and reducing reliance on teacher prompts	Welsh Coordinator	Nov 2025	Nov 2025	SB/PDG	CPD evaluation
Agree and implement a bank of daily sentence patterns by phase	Staff	Sept 2025	Ongoing	N/A	planning scrutiny
Embed daily routines using Welsh (register, instructions, praise)	Staff	Sept 2025	Ongoing	N/A	lesson obs
Launch weekly Welsh language challenges led by Criw Cymraeg	Criw Cymraeg	October 2025	Ongoing	N/A	logs
Introduce structured Welsh reading tasks in KS2 linked to oral patterns	staff	Spring 2026	Ongoing	N/A	book scrutiny/moderation
Use pupil passports or trackers to encourage ownership of progress	SLT	Spring 2026	Ongoing	N/A	assessment records
Celebrate and showcase pupil use of Welsh regularly (assemblies, recordings, displays)	staff	September 2025	Ongoing	N/A	Dojo and Photos
Trial Clwb Clebran, online reading scheme.	RL	September 2025	October half term 2025		

Working with Community

- Provide parents with simple sentence patterns and short texts through newsletters/Dojo.
- Run short family workshops or coffee mornings to model Welsh use at home.
- Involve local Welsh speakers, poets, and Urdd leaders in assemblies and classroom visits.
- Share bilingual communication (letters, newsletters) to model school-wide use.
- Strengthen links with the cluster and secondary schools to ensure continuity of language development.



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.
Article 3 : Everyone who works with children should always do what is best for each child.

STEP 3 : REVIEWING AND EVALUATING PROGRESS AGAINST <u>MILESTONES</u> / SUCCESS CRITERIA		
Date	Monitoring Activity Undertaken (ensure this aligns to SEM calendar)	IMPACT ASSESSMENT – Evaluation of the impact of planned actions against the success criteria <i>Colour Code Staff input eg Headteacher, Deputy Headteacher, Governor</i>
Nov 10–14	Learning Walk and Staff Audits	Milestone 1 Are staff consistently modelling daily Welsh phrases and sentence patterns? Many staff model Welsh phrases routinely during greetings, transitions and assemblies, and this has increased the day-to-day visibility of Welsh across the school. Most staff support agreed whole-school patterns through weekly assemblies and <i>Patrwm yr Wythnos</i>, which provides helpful repetition and continuity for pupils. However, consistency is not yet secure across all classes. A number of staff still rely heavily on prompts/resources rather than modelling fluent, spontaneous language, and expectations vary between classrooms. Overall evaluative view: Provision is strengthening and more consistent than in 2022, but modelling is not yet consistent enough to secure sustained improvements in pupils’ spoken Welsh. Welsh Monitoring Report July 20... Are pupils beginning to use Welsh more independently during daily routines? Many pupils respond appropriately when prompted and can recall familiar phrases and songs, especially in assembly and routine contexts. A minority of pupils are beginning to use Welsh independently with staff and peers, but this is not yet sustained or consistent. Pupils’ independent use remains limited overall, with pupils reporting fewer natural opportunities to use Welsh in everyday classroom talk beyond structured activities. Overall evaluative view: Pupils’ confidence and willingness to “have a go” are improving, but independence is at an early stage and progress remains uneven.
Dec 8	Pupil voice – Oracy	
Feb 9	Lesson observations – focus on incidental	Milestone 2

February 14 Mar 16–20	Welsh and structured oracy Governor Visit -Listening to Learners Pupil voice – Welsh progress	• Is there visible progression in oracy from Foundation Phase to KS2, with pupils extending spoken responses and accuracy? • Are pupils engaging with short Welsh reading texts confidently, showing improved understanding and fluency?
June 29 twilight	Review of Welsh oracy and reading progress	Milestone 3 • Has pupil fluency and spontaneity in Welsh oracy and reading improved significantly? • Is there clear evidence (book scrutiny, pupil voice, Siarter Iaith) of increased confidence and independence in both speaking and reading?



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.
Article 3 : Everyone who works with children should always do what is best for each child.

Federation Priority 3	Raise standards in mathematical reasoning by embedding consistent teaching of problem-solving strategies and ensuring pupils explain, apply, and justify their methods independently			
Who is leading on this project?	Staff	Pamela McIntosh - Laugharne	Governing Body	Pamela Jones -Laugharne Jamie Rugg - Llanmiloe
Where are we now? Based on our self-evaluation		Targets & Success Criteria We will know we have succeeded when:		Key Sources of Evidence
Monitoring shows that pupils' procedural skills are secure, but reasoning and problem-solving remain weaker, particularly in KS2. Pupils often struggle to explain methods, use mathematical language accurately, and apply strategies independently. More able pupils are not consistently challenged to extend reasoning into complex, multi-step problems. Teachers' use of reasoning tasks is inconsistent, with some lessons prioritising fluency without sufficient reasoning links. AfL strategies are embedded but questioning and feedback do not always probe deeper mathematical understanding.		• Pupils confidently explain and justify methods using mathematical language. • Teachers consistently model and scaffold reasoning strategies across the school. • More able pupils are stretched through complex reasoning and problem-solving tasks. • Lesson observations show reasoning embedded in daily teaching, not isolated activities. • Moderation and book scrutiny evidence progression in reasoning across steps. • Pupil voice confirms increased confidence in tackling reasoning problems.		• Lesson observations and learning walks (focus on reasoning). • Book scrutiny of maths and cross-curricular reasoning tasks. • Pupil voice discussions on confidence and strategies. • Personalised assessment outcomes (numeracy reasoning). • Moderation records across classes/cluster.

Action Plan	By whom?	Start	End	Est. Cost / Source eg SB,PDG etc	Source of evidence if applicable
Step 1: Preparing (Seeking advice, viewing good practice, professional development)					
Audit reasoning provision across classes to identify strengths/gaps	Maths lead	Sept 2025	Oct 2025,	N/a	Audit records
Review assessment data to identify pupil groups underperforming in reasoning	SLT	Sept 2025	Ongoing	N/a	Assessment analysis
Plan CPD on scaffolding reasoning and using mathematical language-PMc to contact Nicola Morris to arrange staff meeting to lead a reasoning workshop.	Maths lead/cluster	Oct 2025		Sb/pdg	Cpd programme
Step 2: Action Plan (Activities & strategies to make improvement happen)					
Provide CPD for staff on modelling reasoning and problem-solving strategies	Maths Lead,	Nov 2025		SB/PDG	CPD evaluations)
Embed structured reasoning frameworks (e.g. "Convince me...", "Prove it...") across year groups	Teachers	Nov 2025	Ongoing	N/A	Lesson obs/pupil work
Plan weekly reasoning tasks in all classes linked to procedural learning	Teachers	Nov 2025	Ongoing	N/A	Book scrutiny
Develop challenge tasks for more able pupils focusing on multi-step problems	Teachers	Spring 2026	Ongoing	N/A	Pupil work samples
Termly moderation of reasoning tasks across classes to ensure consistency	SLT/Teachers	Dec 2025	July 2026	N/A	Shared folder
Nicola Morris to deliver staff meeting	All staff	Autumn 2025		N/A	



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.
Article 3 : Everyone who works with children should always do what is best for each child.

Working with Community

- Share reasoning strategies and “maths talk” prompts with families via newsletters/Dojo.
- Run family maths workshops focusing on problem-solving strategies.
- Involve parents in “Maths Challenge Weeks” to model real-life reasoning contexts.
- Promote numeracy reasoning in community projects (e.g. data handling linked to local issues).

STEP 3 : REVIEWING AND EVALUATING PROGRESS AGAINST MILESTONES / SUCCESS CRITERIA

Date	Monitoring Activity Undertaken (ensure this aligns to SEM calendar)	IMPACT ASSESSMENT – Evaluation of the impact of planned actions against the success criteria <i>Colour Code Staff input eg Headteacher, Deputy Headteacher, Governor</i>
January 26th	Learning walk – reasoning focus	Milestone 1 • Are reasoning prompts and strategies consistently modelled in maths lessons, and are pupils beginning to use them with support? • Are pupils using appropriate mathematical vocabulary when explaining their reasoning?
Mar 16–20	Pupil voice – reasoning strategies and confidence	Milestone 2 • Are pupils applying reasoning strategies independently to solve problems, including multi-step challenges? • Are more able pupils consistently challenged through complex reasoning tasks that require explanation and justification?
June 29 twilight	Final review of reasoning evidence	Milestone 3 • Do lesson observations and book scrutiny confirm measurable progress in reasoning confidence, vocabulary, and independence? • Do personalised assessment outcomes confirm improved reasoning skills across the school, particularly for vulnerable learners?

Federation Priority 4	Strengthen assessment of progression by embedding consistent systems to track, evaluate, and respond to pupils' learning across the curriculum			
Who is leading on this project?	Staff	Jayne Phillips	Governing Body	Laugharne – Lucy Davies Llanmiloe – Hannah Blewitt
Where are we now? Based on our self-evaluation		Targets & Success Criteria We will know we have succeeded when:		Key Sources of Evidence
Teachers use AfL strategies effectively, but formative and summative assessment are not always triangulated to provide a full picture of pupil progress. Progression frameworks are established but not yet fully embedded across all AoLEs. Moderation is used effectively in literacy and numeracy, though consistency across subjects remains variable. Teachers provide feedback pupils value, but progression between tasks is not always evident. Data analysis informs interventions, though staff confidence in interpreting and acting on personalised assessment outcomes is still developing.		- Teachers use a consistent, whole-school system to assess and track progression across all AoLEs. - Moderation outcomes confirm secure judgements of progression across classes and phases. - Assessment information is used to plan next steps and target interventions effectively. - Pupil progress is clearly evidenced across tasks and over time. - Pupil voice confirms they understand how to improve and can reflect on progress. - Governors receive clear evidence of how assessment informs improvement.		- Lesson observations (AfL and feedback strategies). - Book scrutiny (progression visible across tasks). - Moderation records (cross-phase and cluster). - Assessment tracking data and analysis. - Pupil voice transcripts (understanding of progress). - Teacher self-evaluation of assessment practice.



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.
Article 3 : Everyone who works with children should always do what is best for each child.

Action Plan	By whom?	Start	End	Est. Cost / Source eg SB,PDG etc	Source of evidence if applicable
Step 1: Preparing (Seeking advice, viewing good practice, professional development)					
Audit assessment systems currently in use across AoLEs	SLT	Sept 2025	Oct 2025	N/A	audit report
Review personalised assessment data from summer 2025 to identify strengths/areas for development	SLT/Teachers	Sept 2025	Sept 2025	N/A	data analysis
Plan CPD on progression frameworks and data interpretation	SLT	Oct 2025	Oct 2025	SB/PDG	CPD materials
Step 2: Action Plan (Activities & strategies to make improvement happen)					
Provide CPD on effective use of assessment information to inform responsive teaching	SLT	Nov 2025	Nov 2025	SB/PDG	CPD evaluations
Establish a whole-school calendar for assessment and moderation	SLT	Nov 2025	Nov 2025	N/A	published calendar
Conduct termly moderation sessions within school and across the cluster	Teachers/SLT	Dec 2025	July 2026	N/A	moderation records
Develop shared exemplars of progression in literacy, numeracy, and science to support teacher judgements	Teachers,	Spring 2026	Spring 2026,	N/A	exemplar bank
Use assessment information to target interventions and track impact	Teachers/SLT	Termly	Termly	SB/PDG	intervention logs
Report progress clearly to governors termly	SLT	Oct 2025	Ongoing	N/A	governor minutes
Working with Community - Share information with parents on how assessment supports learning through workshops/newsletters. - Provide families with regular, clear progress updates (e.g. class newsletters, parents' evenings). - Use pupil progress meetings to engage families in supporting next steps. - Share anonymised assessment outcomes with the community via newsletters to celebrate improvement.					

STEP 3 : REVIEWING AND EVALUATING PROGRESS AGAINST <u>MILESTONES</u> / SUCCESS CRITERIA		
Date	Monitoring Activity Undertaken (ensure this aligns to SEM calendar)	IMPACT ASSESSMENT – Evaluation of the impact of planned actions against the success criteria <i>Colour Code Staff input eg Headteacher, Deputy Headteacher, Governor</i>
Oct 6–17	Assessment fortnight – baseline and data analysis	Milestone 1 - Are consistent assessment systems being applied across all classes in reading, writing, maths, and Welsh? - Do teachers use assessment information effectively to adapt teaching and provide responsive support?
Oct 21	Progress templates completed (evidence across priorities)	
Feb 23	Staff meeting – progress check using mid-year assessment data	Milestone 2 - Do moderation outcomes confirm secure and consistent judgements across literacy, numeracy, and cross-curricular areas? - Is there evidence of progression in pupil work over time that matches expected descriptions of learning?
June 28 INSET	Whole-school SEF/SDP review (assessment impact)	Milestone 3 - Does triangulated evidence (assessment data, book scrutiny, pupil voice) show clear progression across all AoLEs? - Are governors assured that assessment information is used effectively to evaluate impact and target improvement?
June 15-19	Lesson observations – assessment focus (AfL, feedback, progression)	



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.
Article 3 : Everyone who works with children should always do what is best for each child.

Federation Priority 5	Strengthen whole-school curriculum design to ensure balance, breadth, and progressive development of skills across all Areas of Learning and Experience (AoLEs)			
Who is leading on this project?	Staff	Rebecca Southam (Llanmiloe)	Governing Body	Kate Hurst - Laugharne Nicola Garnish - Llanmiloe
Where are we now? Based on our self-evaluation		Targets & Success Criteria We will know we have succeeded when:		Key Sources of Evidence
The curriculum is engaging and topic-based, but coverage and progression vary between classes. Monitoring shows good opportunities for creativity and engagement, though structured progression in some AoLEs (e.g. reasoning, oracy) is less consistent. Cross-curricular links are evident but not always explicit or systematically planned. Staff confidence in using Curriculum for Wales planning tools is developing. Pupils enjoy learning experiences, though opportunities for challenge and depth are uneven.		- Curriculum planning is consistent, progressive, and aligned with Curriculum for Wales. - Pupils experience breadth and balance across AoLEs with clear skill development. - Staff use progression frameworks confidently to plan learning. - Cross-curricular links are purposeful and embedded. - Pupil voice confirms engagement and challenge in learning. - Governors can see clear evidence of how the curriculum promotes progression and equity.		- Curriculum planning samples. - Lesson observations and learning walks. - Book scrutiny across AoLEs. - Pupil voice. - Staff planning evaluations. - Governor monitoring reports.

Action Plan	By whom?	Start	End	Est. Cost / Source eg SB,PDG etc	Source of evidence if applicable
Step 1: Preparing (Seeking advice, viewing good practice, professional development)					
Audit current curriculum coverage and progression across AoLEs	SLT	Sept 2025	Oct 2025	N/A	Audit records, planning samples
Review CfW planning tools and exemplars	SLT & Teachers	Sept 2025	Oct 2025	N/A	Staff feedback, planning evaluations
Plan CPD on designing for progression and balance	SLT/Cluster	Oct 2025	Nov 2025	SB/PDG	CPD programme, evaluations
Step 2: Action Plan (Activities & strategies to make improvement happen)					
Deliver staff CPD on progression frameworks and balanced curriculum design	SLT/Cluster Leads	Nov 2025	Nov 2025	SB/PDG	CPD evaluations, staff surveys
Embed progression frameworks into planning across AoLEs	Teachers	Nov 2025	Ongoing	N/A	Planning samples, lesson obs
Establish termly cross-curricular themes ensuring breadth and balance	SLT & Teachers	Nov 2025	July 2026	N/A	Topic overviews, curriculum maps
Monitor curriculum coverage and skill development through book scrutiny and learning walks	SLT	Termly	July 2026	N/A	Monitoring records, governor reports
Share good practice and exemplars of integrated planning across cluster	Cluster Leads	Spring 2026	Ongoing	N/A	Shared cluster folder, moderation notes
Working with Community • Share curriculum overviews with parents each term. • Involve parents and community partners in curriculum enrichment (e.g. visits, workshops, expertise). • Collaborate with local organisations to provide real-life contexts for learning. • Gather parental feedback on curriculum relevance and engagement.					



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.
Article 3 : Everyone who works with children should always do what is best for each child.

STEP 3 : REVIEWING AND EVALUATING PROGRESS AGAINST <u>MILESTONES</u> / SUCCESS CRITERIA		
Date	Monitoring Activity Undertaken (ensure this aligns to SEM calendar)	IMPACT ASSESSMENT – Evaluation of the impact of planned actions against the success criteria <i>Colour Code Staff input eg Headteacher, Deputy Headteacher, Governor</i>
Sept 15–19	Parent presentations (linking learning to real-life contexts)	Milestone 1 - Has the audit of curriculum coverage and progression across AoLEs been completed and acted upon? - Are staff confident in using planning tools to secure balance and progression in literacy, numeracy, and cross-curricular skills?
Jan 12 twilight	Curriculum mapping workshop (progression/balance)	Milestone 2 - Is there evidence in planning and lessons that progression frameworks are being used consistently across all classes? - Do cross-curricular opportunities clearly support the purposeful application of literacy, numeracy, and digital skills?
Feb 9	Learning walk – cross-curricular progression focus	
May 11–15	Book scrutiny – cross-curricular coverage and balance	Milestone 3 - Do book scrutiny, planning evaluations, and pupil voice confirm that the curriculum is broad, balanced, and progressive? - Do governors receive clear evidence that curriculum design supports equity, enrichment, and progression for all pupils?
June 28 INSET	SEF/SDP review (curriculum evaluation)	

<u>L.A & Federation</u> <u>Priority</u> <u>6</u>	Improve attendance and reduce absence among vulnerable learners by strengthening pupil tracking, evaluating the impact of interventions, and working closely with families to remove barriers to engagement and access to learning.			
Who is leading on this project?	Staff	Jayne Phillips - Head Rebecca Southam (Llanmiloe) Pamela McIntosh (Laugharne)	Governing Body	Roxanne Treacy - Laugharne Stuart Booth - Llanmiloe
Where are we now? Based on our self-evaluation		Targets & Success Criteria We will know we have succeeded when:		Key Sources of Evidence
Whole-school attendance is broadly in line with national averages, but persistent absence remains too high, particularly among pupils eligible for FSM, those with ALN, and vulnerable families. The attendance gap between vulnerable learners and their peers is too wide and has not narrowed over the past year. Current systems (monitoring and rewards) have improved attendance for most pupils but have had limited impact on vulnerable groups. Family engagement strategies are in place but are not yet consistent or sufficiently targeted to address complex barriers. Governors and staff are committed to improvement, but more precise analysis of attendance data by group is needed to monitor the impact of strategies.		• Whole-school attendance improves by at least 1% and reported termly to governors. • Persistent absence is reduced by at least 3% and is reported termly to governors. • The attendance gap between vulnerable learners and their peers reduces significantly. • Families at risk of poor attendance are engaged earlier and supported consistently. • Weekly data analysis informs targeted interventions by pupil group. • Pupil and parent voice confirm improved attitudes to attendance. • Governors receive clear evidence of attendance trends and progress for vulnerable learners.		• Weekly attendance data (broken down by group). • Persistent absence case studies. • FSM/ALN subgroup analysis. • Parent and pupil surveys. • Governor monitoring reports. • SSAT (School's Safeguarding and Absence Team) casework.



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.
Article 3 : Everyone who works with children should always do what is best for each child.

Action Plan	By whom?	Start	End	Est. Cost / Source eg SB,PDG etc	Source of evidence if applicable
Step 1: Preparing (Seeking advice, viewing good practice, professional development)					
Audit attendance by pupil group (FSM, ALN, vulnerable learners)	SLT/Admin	Sept 2025	Oct 2025	N/A	Data reports
Identify families with persistent absence or at risk	SLT & EWO	Sept 2025	Oct 2025	N/A	Attendance analysis
Plan CPD for staff on early intervention and equity-focused strategies	SLT & EWO	Oct 2025	Nov 2025	N/A	CPD materials, staff feedback
Step 2: Action Plan (Activities & strategies to make improvement happen)					
Weekly tracking of attendance data broken down by pupil group	Admin & SLT	Sept 2025	Ongoing	N/A	Attendance dashboards
Targeted early intervention calls/meetings for vulnerable pupils at 90–92%	Teachers & Admin	Sept 2025	Ongoing	N/A	Call logs, meeting notes
Work with EWO and outside agencies to support vulnerable families	SLT & EWO	Oct 2025	Ongoing	N/A	Case studies, EWO reports
Link wellbeing and nurture support to attendance targets for vulnerable learners	SLT & TAs	Oct 2025	Ongoing	PDG	Intervention logs
Celebrate improved attendance for vulnerable learners (assemblies, rewards, certificates)	SLT & Teachers	Sept 2025	Ongoing	N/A	Reward logs
Share subgroup data and progress with governors termly	SLT	Termly	July 2026	N/A	Governor minutes
Working with Community - Engage families of vulnerable pupils through regular communication (Dojo, newsletters, phone calls). - Hold targeted family support meetings with EWO and pastoral staff. - Provide accessible workshops on the impact of attendance on attainment. - Signpost families to local services for health, wellbeing, and financial support. - Share success stories of vulnerable pupils who improved attendance.					

STEP 3 : REVIEWING AND EVALUATING PROGRESS AGAINST <u>MILESTONES</u> / SUCCESS CRITERIA		
Date	Monitoring Activity Undertaken (ensure this aligns to SEM calendar)	IMPACT ASSESSMENT – Evaluation of the impact of planned actions against the success criteria <i>Colour Code Staff input eg Headteacher, Deputy Headteacher, Governor</i>
Sept 22	Baseline attendance analysis (with governor link)	Milestone 1 - Is weekly subgroup attendance data (FSM, ALN, vulnerable learners) being tracked and analysed? - Are targeted interventions in place for pupils at risk of persistent absence, and is there evidence of early impact?
Oct 6	Governor AGM – attendance report	
Nov 4–7	Pupil progress meetings – identifying persistent absence	
Dec 1	Staff meeting – subgroup attendance analysis	
Mar 24 INSET (afternoon)	Monitoring review of vulnerable learner attendance	Milestone 2 - Are persistent absence rates reducing compared to the autumn baseline? - Is the attendance gap narrowing between vulnerable learners and their peers?
Mar 16–20	Pupil voice – attendance attitudes and barriers	
June 15–19	Learning walk– attendance impact	Milestone 3 Has whole-school attendance improved by at least 1% compared to the previous year?



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.
Article 3 : Everyone who works with children should always do what is best for each child.

July 14	on engagement in class Governor final review – attendance impact	• Has persistent absence reduced by at least 3%, with the most impact for vulnerable learners? • Has the attendance gap between vulnerable and non-vulnerable learners closed significantly?
---------	--	---

HIGH LEVEL PRIORITIES & TARGETS : Year 2+ 3

Year 2: 2026 – 2027		
Teaching and Learning	Wellbeing, Care, Support and Guidance	Leading and Improving
• Ensure curriculum offers purposeful challenge and continuity in reading and numeracy across mixed-age classes. • Consolidate gains in reading comprehension; extend to non-fiction navigation and retrieval across AoLEs. • Introduce and embed Welsh writing (sentence-to-short-text progression) following this year's oracy/reading focus. • Refine intervention strategies to close gaps in spelling, mathematical reasoning, and higher-order reading. • Embed assessment for progression routines so that cold-to-hot evidence is visible and informs next steps.	• Tighten attendance practice with an explicit focus on closing the gap for vulnerable learners (FSM/ALN). • Strengthen pupil voice through the curriculum design cycle and collective worship. • Embed graduated response and high-quality classroom provision under the ALN Code; refine IDP quality assurance. • Extend family engagement (targeted workshops for literacy/numeracy; attendance surgeries).	• Map progression across all AoLEs and ensure clear sequencing of learning experiences. • Strengthen middle leadership (AoLE leads) to drive monitoring, evaluation, and improvement. • Implement a governor monitoring schedule linked to SDP milestones, with sharper reporting on impact. • Target professional learning on adaptive teaching, assessment for progression, and Welsh language pedagogy.
Year 3: 2027 – 2028		
Teaching and Learning	Wellbeing, Care, Support and Guidance	Leading and Improving
• Deepen independence and metacognition; secure transfer of skills across contexts (literacy, numeracy, DCF). • Embed pupil-led tracking and feedback to promote equity in progress and raise aspiration. • Broaden Welsh beyond lessons—authentic use across the curriculum and in independent tasks. • Extend STEM/problem-solving and real-life inquiry projects; strengthen outdoor learning and local community links.	• Build sustainable, early-help systems that integrate wellbeing and emotional literacy for vulnerable pupils. • Expand enrichment, sport and culture to improve inclusion, attendance and aspiration. • Evaluate impact of person-centred approaches and refine review processes for complex needs. • Strengthen safeguarding curriculum (digital resilience, attendance culture, transition support).	• Consolidate a coherent, enriched curriculum shaped by pupil voice and secure progression. • Embed distributed leadership and coaching, using enquiry cycles to sustain improvement. • Sharpen use of data dashboards (attainment, progress, attendance gaps) to target resources effectively. • Secure cluster coherence (transition, moderation, Welsh language, maths reasoning) to improve continuity.



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.
Article 3 : Everyone who works with children should always do what is best for each child.

*REVIEWING PROGRESS AGAINST ESTYN RECOMMENDATIONS

	Date of inspection: Oct 2022 Due: Interim Visit		
Recommendations			
	Progress against recommendations		
R1: Improve pupils' Welsh speaking skills  Suitable progress	The school has developed a more positive Welsh culture. Pupils use Welsh more regularly in assemblies, collective worship, and classroom routines. Criw Cymraeg play an active role in promoting Welsh through games, challenges, and displays. Staff confidence is developing, supported by targeted training and use of shared sentence patterns. However, pupils' spontaneous use of Welsh remains limited, and progression in oracy is not yet consistent across classes. Strengths: • Incidental Welsh is embedded in daily routines. • Welsh assemblies and shared language patterns support regular exposure. • Criw Cymraeg contribute positively to the Welsh ethos. Areas for development • Extend pupils' spontaneous use of Welsh. • Embed clearer progression in speaking and listening. • Ensure staff modelling is consistent across all classes. Leaders have now agreed a whole-school Welsh oracy non-negotiables and a clearer progression focus to address these inconsistencies.		

R2: Embed ALN provision in whole-school practice  Strong progress	The school has established effective systems to meet the requirements of the ALN Code. The ALNco has ensured IDPs are in place for identified pupils, incorporating pupil and parent voice and addressing both academic and wellbeing needs. Provision is enhanced by targeted interventions, including sensory support, play therapy, and nurture activities. Multi-agency engagement is strong, and staff have received training to improve inclusive practice. Most pupils with ALN make appropriate progress from their starting points. Strengths • Clear IDP processes and consistent use of Teacher Centre. • Strong ALNco leadership and staff training. • Effective multi-agency working and inclusive ethos. Areas for development • Strengthen the consistency of classroom links to IDP targets. • Further develop the systematic evaluation of intervention impact.
R3: Share effective Curriculum for Wales practice across the school.  Suitable progress	Staff have broadened the curriculum to reflect the Four Purposes and What Matters statements. Planning is increasingly thematic and pupil-led, with examples of engaging projects such as World War 2 outdoor shelters and enterprise events. Collaboration across the federation and cluster has improved, supporting moderation and curriculum design. However, progression in key skills, including structured oracy and reasoning, remains inconsistent, and systematic review of curriculum planning is at an early stage. Strengths • Engaging, thematic curriculum experiences. • Improved collaboration and moderation. • Emerging outward-facing practice, with staff invited to share effective approaches through local authority professional learning. Areas for development • Embed consistent progression across AoLEs. • Formalise regular curriculum review and sharing of strong practice.

ADDITIONAL PROFESSIONAL DEVELOPMENT 2025-26

Professional Development (viewing good practice, training, professional development, engaging in Professional enquiry, collaboration with other schools)	Who?	Start	End	Est. Cost	Source
Middle leadership course				N/A	After school sessions PL Grant for any cover
Thinking Detectives Training – Behaviour Intervention	Donna Blewitt	10.09.25			
Cluster Headteachers' Meetings	Jayne Phillips	Sept 25	July 26	N/A	HT – non teaching
Aspiring Headteacher Course	Rhian Lewis	Jan 25	Dec 2025	N/A	PL Grant for any cover needed if CC (TA3) can not be used.

SDP Checklist	Outcome
A brief statement setting out the extent to which the school improvement targets for the previous school year were met and where they were not met fully including reasons.	✓
A focus on raising standards in skills.	✓
A focus on minimising the effect of poverty/deprivation on attainment within priorities.	✓
The school improvement priorities for the current school year and quantifiable success criteria.	✓
Self-evaluation and monitoring calendar processes aligned with school development priorities.	✓
3-year plan for the current year and two proceeding years, taking into account national priorities.	✓
Details of how development and professional learning of staff and leaders will meet the school development priorities.	✓
Details of how the school will implement improvement targets for the current school year by working with: pupils and their families; and the wider school community.	✓
Details of how the school will make best use of the current staff and school resources (including its financial resources) to meet the school improvement targets for the current school year and the next two school years immediately.	✓
SDP developed and adopted by the governing body.	✓
Copy of SDP distributed to all staff and governors.	✓
Summary copy of SDP presented to parents and published on school website.	✓
SDP monitored/reviewed in each meeting of the full governing body.	✓
Accountability recorded clearly (staff member/assigned governor).	✓



Erthygl 3 : Dylai pob sefydliad sy'n ymwneud â phlant bob amser wneud yr hyn sydd orau i bob plentyn.
 Article 3 : Everyone who works with children should always do what is best for each child.

SDP CHECKLIST : *statutory requirements of an SDP*

WESP	✓
------	---