



Ysgol Treganna School Development Plan

2026–27

Published Summary

School Self-Evaluation 2025–26: Overview	
Strengths	
<ul style="list-style-type: none"> Learning and Teaching The majority of pupils make good progress in relation to their starting points and develop age- and ability-appropriate skills across the progression steps. The majority of pupils have a good awareness of their own progress across a range of Areas of Learning and Experience. The majority of pupils recall previous learning well and develop new knowledge, skills and understanding effectively. The majority of pupils demonstrate sound development of thinking and problem-solving skills. The majority of pupils with Additional Learning Needs (ALN), More Able and Talented (MAT) pupils, and pupils from low-income backgrounds make good progress in line with their individual needs. The school has very good arrangements to support pupils with emotional, health and social needs, enabling them to engage very effectively with school and benefit from the opportunities it provides. The majority of pupils enjoy their lessons and demonstrate a positive attitude towards learning. Almost all pupils behave very well in lessons. They have a good understanding of, and apply, the purposes of rules, rewards and sanctions within the school. Pupils' behaviour during break and lunchtime is very good, with almost all consistently behaving well in these contexts and also supporting others to behave well. The school uses partnerships with other organisations to provide high-quality support for learners with special educational needs and wider additional needs. The school engages with specialist agency services, particularly for learners facing significant barriers to learning. The quality and impact of this support is consistently very strong. The majority of pupils demonstrate a sound understanding of health, safety and online behaviour issues. The majority of pupils have good listening and reading skills, which enable them to engage very effectively with their learning across the curriculum. They recognise the value of these skills and, as a result, can communicate and process information effectively in order to engage and interact appropriately in the classroom with teachers and other pupils. 	

- Pupils' writing skills are developing securely. They understand the characteristics of different forms of writing effectively and adapt their style and structure appropriately for different contexts.
- The speaking skills of many pupils and the writing skills of the majority of pupils are good. As a result, they can communicate well and process their learning in order to engage successfully and interact in the classroom with teachers and other pupils. They use these skills independently and regularly.
- Numeracy skills are applied effectively across the curriculum, with evidence in the majority of books. The numeracy skills of the majority of pupils across the curriculum are good overall. The majority apply their skills frequently at the appropriate level.
- The digital skills of the majority of pupils across the curriculum are good, and many use these skills independently.
- Across the school, the physical skills of the majority of pupils are developing well. As their skills develop, many participate confidently and regularly in swimming, cricket, rugby, tag rugby, rounders, hockey, netball and football sessions.
- Through assemblies and cross-curricular lessons, staff provide appropriate opportunities for pupils to develop their knowledge and understanding of the history and lives of Black people and LGBTQ+ communities. This deepens pupils' awareness of a multicultural society and the importance of ensuring fairness and respect for everyone.
- The majority of pupils develop their creative skills appropriately.
- The school provides purposeful opportunities for pupils to develop their problem-solving skills.
- Collective worship sessions provide opportunities for pupils to develop their moral and spiritual skills successfully. For example, during assemblies, staff provide rich opportunities for pupils to reflect on important ethical issues, including showing kindness and respecting the rights of others within society.
- The learning experiences of the majority of pupils are of high quality and based on a good level of challenge for learners. The development of learning through authentic contexts has a positive impact on the quality of the curriculum.
- Learner voice and influence are becoming increasingly influential in shaping provision towards high aspirations. Provision is regularly influenced by learners' views.
- The majority of lessons are well planned, build sequentially on previous knowledge and skills, and take pupils' interests into account. Many teachers and staff use appropriate questioning techniques to encourage and develop pupils' answers further and to assess their understanding.
- Teachers' verbal and written feedback helps the majority of pupils to know how well they are doing and what they need to do to improve.
- The school provides an intentional curriculum that appropriately covers the majority of Areas of Learning and Experience. Staff consistently include the views of many pupils when planning learning activities that engage pupils and develop their ownership of seasonal concepts.
- The majority of staff model the Welsh language purposefully. Almost all members of staff have a good understanding of pupils' needs and support every pupil to develop positive attitudes towards learning. Many support staff are used effectively to support pupils' wellbeing and learning.
- Across the school, staff provide valuable opportunities for pupils to work independently, in pairs and in small groups. This has a positive impact on pupils' skills as they collaborate to discuss and develop their ideas together.

Wellbeing, Care and Guidance

- The majority of pupils feel safe and free from physical and verbal abuse in school. They are developing confidence and understand how to make healthy choices in relation to diet, physical activity and emotional wellbeing. Many pupils understand how to keep themselves and others safe online.
- The school maintains a strong safeguarding culture, with almost all staff trained in child protection procedures and clearly aware of their responsibilities.
- Child protection records are detailed and reviewed regularly, and responses to concerns are prompt and appropriate.
- The school takes a proactive approach to promoting attendance, with an average attendance rate of 95.6%, which is above the national average for primary schools.
- The rate of unauthorised absence has decreased over the past year because of working closely with the cluster Attendance Officer and proactively engaging with parents.
- The majority of pupils with Additional Learning Needs (ALN) receive tailored support, with many having an Individual Development Plan (IDP) that is regularly monitored and co-created with parents and external agencies.
- Almost all pupils treat each other with respect and kindness; incidents of bullying are rare and are dealt with firmly and systematically.
- The school operates a Positive Behaviour Policy, with many pupils demonstrating a positive attitude towards learning, according to classroom observations and internal data.
- The support system provided by the Wellbeing Staff and the Inclusion Team ensures that the majority of pupils with emotional needs have regular access to support.
- The school provides a range of opportunities to develop leadership skills. Many pupils in Key Stage 2 have taken part in roles of responsibility, such as Wellbeing Ambassadors, Eco Council, Digital Leaders, Welsh Crew, Rainbow Crew and representatives on the School Council. Strong collaboration with external agencies ensures that specialist support is available to almost all pupils at risk of experiencing adverse outcomes.
- The school continually reviews the effectiveness of its provision by gathering feedback from pupils, parents and staff, ensuring that improvements are based on evidence.
- There is a caring, inclusive and diverse ethos that is deeply embedded in the work of the school.

Leadership and Improvement

- Leaders have developed a dedicated, effective team of staff and prioritise staff wellbeing.
- Strong professional values and behaviours are modelled.
- Transition arrangements are robust and supportive across the phases.
- Governors have a good understanding of the school and provide effective support. The Governing Body provides constructive challenge, with committees scrutinising data, wellbeing and finance meeting regularly. Governors are involved in the school's Evaluation and Improvement processes and provide feedback on monitoring processes at governors' meetings.
- The school regularly undertakes robust self-evaluation activities. Leaders identify and address areas for improvement through detailed data analysis and professional networks to develop effective practice.
- There is a strong focus on staff professional development, leading to reflection and constructive collaboration to improve teaching practice.

- There is a clear vision for the curriculum that aligns with the principles of the Curriculum for Wales and has been developed collaboratively with stakeholders.
- Leaders ensure that many pupils, including those at risk of adverse outcomes, make good or better progress according to internal assessments.
- The school has a clear strategic direction that places the wellbeing and progress of every pupil at the heart of the curriculum and provision. This has led to measurable improvements in attendance, wellbeing and behaviour.
- A strong inclusive ethos is a prominent feature; many pupils are fully involved in school life, including extracurricular activities and leadership opportunities.
- An effective performance management system is implemented, with reviews twice a year that focus on impact on learning and identify clear development actions.
- Leaders strategically distribute roles and responsibilities, ensuring that almost all members of staff contribute towards the school's priorities.
- The school has strong relationships with parents, external agencies and the community, which contribute to pupils' progress and wellbeing. The school shares good practice with cluster schools through local networks.

Areas for development

- Further develop effective numeracy strategies to deepen learners' understanding, ensure progression and strengthen their problem-solving skills.
- Develop pupils' higher-order reading skills to deepen their understanding and improve their fluency across the curriculum.
- Consistently implement the most effective teaching practices across the school to support the progress and wellbeing of every learner.
- Continue to improve and develop inclusive practices that support the voice and independence of learners with Additional Learning Needs (ALN).
- Support staff to develop a deep and consistent understanding of the concept of progression across all Areas of Learning and Experience, including interpreting data meaningfully to inform next steps.
- Consistently implement feedback approaches across the school to ensure that pupils receive constructive, clear and effective feedback that drives their learning and encourages them to self-evaluate independently.
- Continue to refine planning, assessment and progress-tracking arrangements, ensuring the strategic use of data to identify patterns, monitor impact and plan appropriate improvement actions.
- Ensure that Relationships and Sexuality Education (RSE) is fully embedded across the curriculum, delivered in a sensitive, developmentally appropriate and contextualised way that supports pupils' social and emotional wellbeing.
- Embed the principles of diversity, inclusion and anti-racism meaningfully throughout the curriculum, fostering cultural understanding, empathy and respect for differences among all learners.

School Development Plan Evaluation 2025-2026

Priority

Evaluation of progress

Priority 1 Numeracy

Are we making the most of opportunities for our learners to progressively apply and develop their numeracy skills across the curriculum?

1.Cross-Curricular Numeracy Portfolio — Collecting evidence of cross-curricular opportunities throughout the year. **Impact:** Identifying areas for improvement and planning targeted staff training.

2. Whole-School Training — A session on the five proficiencies and effective approaches to embedding numeracy across the six Areas of Learning. **Impact:** Improving staff understanding of how to plan purposeful opportunities to apply numeracy skills.

3. Numeracy-Focused Learning Walks — Focused observations to ensure balanced experiences across the year groups. **Impact:** Pupils receiving appropriate opportunities; positive feedback; next steps include sharing good practice and providing ongoing training on the five proficiencies.

4. Numeracy Teaching Staff Questionnaire — Analysing staff confidence and understanding of numeracy teaching. **Impact:** Enabling appropriate training and ensuring consistency of practice across the school.

5. Numeracy Progression Maps — Introducing clear expectations and progression steps for staff. **Impact:** Providing a strong structure for assessing and recording progress; next step is to review skills following moderation.

6. CLIP Numeracy Across the Curriculum — Working collaboratively with CLIP schools to share good practice and map numeracy opportunities. **Impact:** Ensuring consistent and meaningful opportunities for pupils to apply numeracy skills across the curriculum.

7. Singapore Maths Research Project — Participating in a national research day to share findings. **Impact:** Gathering effective practice to inform the 2026–27 development plan; improving pupils' mathematical reasoning and discussion skills.

8. Numeracy resources training and Use — Training for staff in Years 2–6 and distributing resources to every class. **Impact:** Strengthening mathematical and numeracy skills and ensuring appropriate resources are available across the school.

Priority 2 Literacy

To what extent are we providing purposeful opportunities and setting high expectations to enable pupils to develop their extended writing skills and craft their work effectively for authentic audiences and purposes?

1. Learning Celebration Afternoons — Pupils read, discuss and showcase creative work in front of parents/carers. **Impact:** Significant increase in communication confidence; clear pride in their work; a public platform to showcase high-quality writing.

2. Moderation — Comparing pupils' work against national criteria and work from December/March. **Impact:** Clearer understanding of standards; consistent assessment across the school; strong evidence of progress over time.

3. Reviewing Pupil Writing — Assessing content, ideas, vocabulary, tone/register, spelling, mutations and sentence structure throughout the year. **Impact:** A comprehensive picture of language development; enabling targeted planning for improvement.

4. Using Feedback to Inform the Following Year — Information from reviews, moderation and feedback used to inform policies and schemes of work. **Impact:** A renewed strategic focus on reading; initiatives such as Libraries for Primaries, Logo Hopes and Cal:On support the development of reading across the school.

5. Pupil and Teacher Survey — A July questionnaire to gather views on challenges and inspiring initiatives. **Impact:** Direct insight into experiences; enabling targeted improvements to language provision and learning experiences.

6. Evaluation of Structured Language Lessons — Collecting data on the impact of spelling, mutations and sentence-structure sessions through the end-of-year survey. **Impact:** Clear evidence to inform the adaptation and refinement of language provision for the following year.

7. Strengthening the Step-by-Step Writing Process — Pupils follow each stage: discussion, planning, drafting, feedback, editing and rewriting. **Impact:** Higher-quality extended writing; fewer errors; improved self-editing; greater independence and confidence.

8. Creative Language Immersion Sessions — A series of less formal language-immersion activities delivered in classrooms, including creative tasks, extended discussion

and opportunities to write in enjoyable contexts. **Impact:** Providing regular language prompts; increasing the natural use of Welsh and written language; supporting the development of ideas and planning for extended writing through creative experiences.

Priority 3 – Welshness

To what extent are we enriching and strengthening Welshness effectively across the school to contribute to a sense of belonging and raise pupil achievement?

- 1.Consistent principles and expectations** — Initial training was provided for staff, ensuring a clear understanding of the principles. **Impact:** a consistent approach across the school and raising the status of the Welsh language in all aspects of school life.
- 2.Strong slogan and visibility** — Adopting the slogan “**Welsh always comes first**” to create a strong visual identity. **Impact:** increased language awareness; parents report that they use the slogan at home.
- 3.Motivation and rewards** — Stickers to recognise natural use of Welsh. **Impact:** developing a positive attitude and encouraging regular use across the school.
- 4.Classroom agreements** — Language-use targets and visual agreements signed by pupils. **Impact:** increasing ownership and engagement at classroom level.
- 5.Connecting with families** — Initiatives such as “word at the gate”, parent sessions and vocabulary for use at home. **Impact:** normalising Welsh beyond the school and strengthening support at home.
- 6.Hidden language tasks** — Creative tasks to encourage natural and enjoyable use of Welsh. **Impact:** developing pride, collaboration and enjoyment; an idea that is worth developing further.
- 7.Sharing good practice** — Connecting with Ysgol Penboyr and Ysgol St Pedr; the Welsh Language Crew (Criw Cymraeg) provides support and guidance. **Impact:** raising the profile of the initiative, with children taking ownership of the project and contributing ideas for its improvement.

Priority 4 –Wellbeing, Inclusion and ALN

Are we ensuring that high-quality teaching and learning meets the needs of all pupils and supports inclusive education?

- 1.Inclusion Self-Reflection Framework** — Developing an ALNCo self-reflection tool and professional learning portal to support teachers in identifying strengths and areas for development. **Impact:** improving professional self-reflection; creating more inclusive classrooms; strengthening the school’s culture.
- 2.Supporting Inclusive Practice Learning Journey** — Strategic meeting and learning walk with the Local Authority specialist team. **Impact:** a clear picture of the current situation; identifying strengths and areas for development; informing whole-school improvement actions.
- 3.Closing the Poverty Gap” Cluster Audit** — Participating in a cluster audit, welcoming external partners, and sharing good practice. **Impact:** providing a strong foundation for strategies to reduce economic barriers; strengthening inclusive approaches across schools; using findings to inform practical action.
- 4.“Y Nyth” Workshops for Parents** — Organising workshops on visual strategies and attending educational psychologist supervision sessions. **Impact:** opportunities to reflect on practice; improving approaches to supporting learners; developing a more positive learning environment.
- 5.Solution Circles** — Fortnightly professional learning sessions for the Teaching Support Team. **Impact:** strengthening communication and collaboration; providing a safe space to share ideas; developing creative and inclusive approaches for diverse needs.

6.AET Programme – Staff Needs Assessment — A professional needs audit with the Local Authority’s autism specialist team. **Impact:** providing a clear picture of strengths and areas for development; leading to more inclusive practice; establishing consistent strategies that improve learner participation and wellbeing.

7.AET Next Step – Tailored Training — Developing a training programme based on the findings of the audit and in partnership with the specialist team. **Impact:** increasing staff confidence; ensuring evidence-based support approaches; strengthening provision for autistic learners.

8.Inclusive / Targeted Transition — An informal transition evening for families of children with specific needs. **Impact:** enabling personalised planning based on detailed information; reducing barriers to learning; building early, collaborative relationships between staff and parents; ensuring a smooth transition into September.

Priority 5 – Teaching, Learning and Assessment –

To what extent do we support staff to develop a clear understanding of pupils’ progress in all aspects of learning?

1.Individual Targets on the Progress Platform — Pupils have set literacy and numeracy targets and completed the one-page profile. **Impact:** strengthening awareness of learning; monitoring progress more effectively; positive parental engagement; there is a need to continue reminding pupils to review their targets and create SMART targets.

2.Reviewing the Marking Policy and New Approaches — Introducing the “progress box” and “Valuable Evaluation” to improve feedback. **Impact:** promoting meaningful feedback; pupils taking specific steps to improve; approaches working well in the upper school; ongoing training needed to ensure consistency and to define “higher-level work”.

3.Introducing Progress Maps — Progress Maps for literacy and numeracy have been introduced to staff. **Impact:** providing a clear structure for assessing and recording progress; the next step is to review skills following moderation.

4.Using Milestones and the Assessment Spreadsheet — Staff use the progress maps and complete the assessment spreadsheet. **Impact:** enabling the creation of focus groups to target individuals more effectively.

5 Term Targets on the Progress Platform — Pupils set new targets at the beginning of the term. **Impact:** developing ownership of learning; strengthening self-reflection.

6.Writing Moderation Session — Training from The Literacy Company on national expectations and progression steps. **Impact:** clearer understanding of standards; greater consistency across year teams; increased confidence in making professional judgements; collaboration in developing a new school assessment tool.

7.National Tests and Data Analysis — Analysing individual and group data to identify strengths and gaps. **Impact:** summer-term planning responding directly to needs; creating targeted groups; a collaborative approach with parents through discussing data at parents’ evenings.

8.Progress Snapshot and Intervention Planning — Developing a Progress Snapshot at the beginning of the term to align with the new assessment approach. **Impact:** quickly identifying needs; planning tailored responses; supporting positive progress through short, targeted interventions.

9.Developing a New Assessment Tool — Staff have collaborated to create a systematic and consistent assessment approach. **Impact:** a clearer picture of pupils’ development; more responsive planning; staff ownership of the approach; full implementation in the next academic year.

School Development Plan Priorities 2026-2027

Priority 1 Numeracy	How can we further develop effective numeracy strategies to deepen learners' understanding, ensure progression, and strengthen their problem-solving skills?	
December milestones	March milestones	July milestones
<p>Evaluate the progression map through learning walks, staff discussions and book scrutiny to ensure that mathematical progression is clear and consistent across the year groups. (November)</p> <p>Use the numeracy tracking system to identify gaps in understanding and plan timely interventions. (October)</p> <p>Monitor the use of mathematical resources in every classroom, ensuring that they are used consistently and purposefully following Louise Davies' training. (November)</p> <p>Hold progress meetings to discuss termly assessment data and learners' progress in numeracy. (October)</p> <p>Develop Singapore Maths practices through training, modelling and collaborative observations. (September)</p> <p>Begin creating "Angor" resources for weekly problem-solving sessions (Year 3 onwards) (September)</p> <p>Co-plan cross-curricular opportunities to ensure regular opportunities for learners to apply numeracy skills in real-life contexts. (September)</p> <p>Scrutinise lesson plans to ensure that the Five</p>	<p>Monitor pupil performance through book scrutiny, learning walks and conversations with learners, with a focus on reasoning and application. (February)</p> <p>Evaluate the effectiveness of strategies implemented to date using mid-term data. (March)</p> <p>Continue to develop the "Angor" strategy and monitor its consistency across classes. (January)</p> <p>Staff and pupil learning walks to evaluate modelling, independence and the application of the 5 Mathematical Proficiencies. (February)</p> <p>Analyse termly assessment data to inform planning and intervention plans. (March)</p> <p>Scrutinise cross-curricular planning to ensure that tasks develop practical numeracy reasoning. (March)</p> <p>Training and modelling from The Learning Partnership to strengthen subject knowledge and the quality of teaching. (January)</p> <p>Progress meetings to discuss learners' progress and ensure appropriate challenge. (March)</p>	<p>Analyse the results of the Summer 2027 Personal Assessments to evaluate the impact of the annual strategies. (June)</p> <p>Review the staff questionnaire to measure changes in confidence and teaching practices compared with the baseline. (June)</p> <p>Evaluate the cross-curricular map showing how numeracy skills have been applied in authentic contexts. (May)</p> <p>Agree on 2027/28 action points, including training schedules and Year 6/7 transition targets. (July)</p> <p>Evaluate the Mathematics and Numeracy Plan through whole-school staff self-evaluation. (July)</p> <p>Review the consistency of the use of mathematical manipulatives across the school. (May)</p> <p>Evaluate the impact of the "Angor" strategy on learners' problem-solving, fluency and confidence. (June)</p> <p>Review the use of the tracking system to measure progress and plan next steps. (May)</p> <p>Hold parent events such as workshops, a Maths Café and launch the numeracy website. (April)</p>

Proficiencies are naturally embedded within medium-term planning. (November)		Complete mapping of learning sequences across the curriculum to ensure progression and coherence. (June)
Priority 2 Literacy	How can we develop pupils' higher-order reading skills to deepen their understanding and improve their fluency across the curriculum?	
December milestones	March milestones	July milestones

<p>Cross-curricular reading opportunities mapped – completed. Mapping completed by October, identifying reading opportunities in every subject.</p> <p>High-quality texts ordered – completed. Orders completed by October 2026 using PTA funding.</p> <p>Initial reading data training delivered. Training sessions for staff in October on interpreting reading data and planning interventions.</p> <p>Internal digital platform established. Platform launched in October, with the first resources uploaded.</p> <p>Centralised book system created. Borrowing and stock-recording system introduced in November.</p> <p>Bilingual reading packs created. Distributed by November.</p> <p>First parent workshop delivered. To be held in November.</p> <p>Rich reading spaces established. Reading spaces refreshed by December. New furniture, themed displays and quiet corners across the school.</p> <p>Community partnerships formalised. Collaboration with the local library, bookshops and community organisations established by December 2026. Agreements in place for reading sessions,</p>	<p>Learning walks to evaluate reading skills conducted. Learning walks completed across the school by February.</p> <p>Termly data analysed to identify early gaps. Spring term analysis completed in January.</p> <p>Skimming and scanning reading strategies training completed. Additional training for all staff in January. Staff using skimming and scanning strategies more consistently in lessons across the school.</p> <p>Sharing practice on the digital platform increased. New resources added by March. Staff regularly sharing reading modelling videos and questioning resources.</p> <p>Monitoring use of reading spaces. Monitoring carried out in the spring (March) – use of the new reading spaces during free time and quiet reading sessions.</p> <p>Pupil attitudes survey completed. Survey conducted in February and analysed by March.</p> <p>Second parent workshop delivered. Held in February, with a focus on supporting non-Welsh-speaking families. Parents receiving bilingual resources and practical strategies to support reading at home.</p>	<p>Measured and documented cross-curricular reading progress. Summer assessments and learning journeys completed by June–July.</p> <p>A reduction in the attainment gap demonstrated through end-of-term data. Summer analysis completed by July.</p> <p>Digital reading platform operational with high weekly usage. Comprehensive resource library completed by May, with over 30 new resources added by the end of the term.</p> <p>Book records evaluated. Evaluation completed by June. Book borrowing and management system operational and used consistently.</p> <p>Sustainable community partnerships established. Regular reading events with the library, bookshop and local organisations held between April and July.</p> <p>Evidence demonstrating increased pupils' reading confidence and fluency. Summer assessments (May–July) demonstrate progress in fluency, comprehension and vocabulary use.</p> <p>Parents more engaged, with evidence of support at home. Summer parent survey completed in June.</p> <p>Final review of reading strategies to inform planning for the following year. Review completed by July,</p>
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<p>borrowing and seasonal events.</p> <p>Shared reading introduced consistently.</p> <p>Shared reading programme established in every class from October.</p>	<p>Community partnerships reviewed.</p> <p>Spring review completed by March.</p> <p>Fluency monitored through shared reading assessments.</p> <p>Fluency assessments carried out in January and March.</p> <p>Cross-curricular planning reviewed to ensure consistency.</p> <p>Spring review completed by March.</p>	<p>with clear recommendations for staff training, resources and a cross-curricular focus for 2027–28.</p> <p>Whole-school impact report produced.</p> <p>Comprehensive report completed in July, summarising:</p> <ul style="list-style-type: none"> Quantitative data Lesson observations Qualitative evidence from pupils, staff and parents <p>Evidence demonstrating improved reading outcomes across the year groups.</p> <p>End-of-summer-term data completed by July.</p>
<p>Priority 3</p> <p>Learning and Teaching</p>	<p>How can we align the most effective teaching practices across the school to support the progress and wellbeing of every learner?</p>	
<p>December milestones</p> <p>Complete the first cycle of learning triangle observations. Complete observations in every year team (November).</p> <p>Share feedback during departmental meetings, using precise and consistent feedback language.</p> <p>Complete training on observation methods for staff by mid-October, ensuring a shared understanding.</p> <p>Conduct initial pedagogical research within each year team by the end of November, including the collection of baseline evidence.</p> <p>Create whole-school differentiation principles and</p>	<p>March milestones</p> <p>Conduct a second round of learning triangle observations by mid-February, focusing on areas identified in December.</p> <p>Review feedback records and post-observation discussions during January/February team meetings, monitoring consistency in feedback language.</p> <p>Collect pedagogical research evidence termly by the end of February, including observations, pupil data and initial findings.</p> <p>Monitor the impact of differentiation through book scrutiny and lesson observations in January</p>	<p>July milestones</p> <p>Complete the third cycle of learning triangle observations by the end of June, documenting progress since January and December.</p> <p>Prepare a whole-school report on feedback and observation by the first week of July, highlighting patterns and improvements in pedagogy.</p> <p>Publish annual pedagogical research findings from each year team in June–July, including recommendations for the following year.</p> <p>Review whole-school differentiation by the end of June, summarising the most effective principles and strategies.</p>

<p>share them with staff during the November INSET.</p> <p>Review outdoor areas and collect baseline evidence on independence by the October half-term.</p> <p>Map the 12 pedagogical principles within the Learning and Assessment Framework by the end of November, with updated documentation.</p> <p>Hold CLIP network meetings and share initial practices during October and November.</p> <p>Co-construct expectations for the Play Continuum with pupils by the end of October, including a shared language for skills.</p> <p>Complete the draft whole-school observation toolkit and train staff in its use by December, ready for the spring observation cycle.</p>	<p>and February, identifying the strategies having the greatest impact.</p> <p>Review outdoor areas again by the February half-term, checking progress in independence, organisation and problem-solving.</p> <p>Scrutinise progression within the Learning and Assessment Framework through learning walks in February–March, ensuring that the 12 pedagogical principles are visible in planning and teaching.</p> <p>Monitor the impact of CLIP professional networks during January and March meetings, reviewing shared practices.</p> <p>Review the Play Continuum each half-term, gathering evidence of progress in play skills, collaboration and independence.</p> <p>Use the whole-school observation toolkit fully for Spring Term observations by the end of March, documenting modelling, questioning and clarity of learning.</p> <p>Agree improvement actions for the summer term.</p>	<p>Monitor progress in outdoor independence through observations and evidence of skills by the first half of July.</p> <p>Review the Learning and Assessment Framework by the end of June, updating progression maps and success criteria.</p> <p>Prepare a report on the impact of CLIP professional networks by the final week of June, demonstrating how collaboration has improved teaching.</p> <p>Summarise progress within the Play Continuum by July, including evidence of pupil voice and the development of play skills.</p> <p>Analyse whole-school patterns from the observation toolkit in June–July, identifying areas of strength and priorities for September.</p> <p>Prepare strategic priorities for September by the final week of term, using robust evidence from each priority area.</p>
<p>Priority 4 Wellbeing, Inclusion and Additional Learning Needs (ALN)</p>	<p>Develop whole-school systems to ensure that the voice of learners with Additional Learning Needs (ALN) informs and is an integral part of planning, teaching and review.</p>	
<p>December milestones</p>	<p>March milestones</p>	<p>July milestones</p>

<p>Person-Centred Training. Staff training on person-centred approaches and AAC completed by December.</p> <p>Meeting Preparation Packs. Meeting preparation packs (pictures, choice cards, simple templates) distributed to every class by November.</p> <p>ALN Parent Session. Information session for parents led by the ALNCo completed by November.</p> <p>Inclusive Learning Website. Ysgol Treganna Inclusive Learning website established and shared with staff by November.</p> <p>IDP Tracking System. Whole-school tracking system established and operational by November.</p> <p>MeLSA Training. MeLSA training for key staff completed by December.</p> <p>Inclusion Learning Walks. November learning walks completed, and a summary report shared by December.</p> <p>Metacognition Learning Walks. Learning walks focusing on metacognitive strategies completed by December.</p> <p>MeLSA Monitoring. Monitoring of MeLSA learners' progress completed by November.</p> <p>Autumn Term Evaluation. Formal Autumn Term evaluation completed by December.</p>	<p>Person-Centred Observations. Observations of person-centred meetings completed by March.</p> <p>Parent Survey. Termly ALN parent survey collected and analysed by March.</p> <p>Monitoring the Impact of Pupil Voice. Monitoring of the impact of changes arising from feedback from ALN pupils completed by March.</p> <p>Inclusion Learning Walks. March learning walks focusing on inclusion and adaptation completed.</p> <p>IDP Data Review. Termly review of IDP data with staff, parents and pupils completed by March.</p> <p>Metacognitive Goals Review. Review of pupils' learning and reflection goals completed by March.</p> <p>MeLSA Monitoring. Monitoring of MeLSA progress completed by March.</p> <p>MeLSA Impact Review. Review of the impact of MeLSA through March learning walks.</p> <p>ALN Parent Group Meeting. ALN Parent Group meeting held by February.</p> <p>Spring Term Evaluation. Formal Spring Term evaluation completed by March.</p>	<p>Learner Voice Review. Analyse pupil and parent feedback to identify gaps by July.</p> <p>Final Person-Centred Observations. Final observations of person-centred meetings by June.</p> <p>Monitoring the Impact of Pupil Voice. Monitor the impact of changes arising from pupil feedback by June.</p> <p>Final Inclusion Review. Analyse inclusion data and IDP trends by July.</p> <p>Final Metacognition Learning Walks. Final learning walks focusing on metacognitive strategies by June.</p> <p>Learning Goals Review. Review pupils' learning and reflection goals by June.</p> <p>Final MeLSA Monitoring. Final monitoring of MeLSA progress by July.</p> <p>MeLSA Impact Review. Review the impact of MeLSA through July learning walks.</p> <p>Final ALN Parent Group Meeting. Final ALN Parent Group meeting by July.</p> <p>Summer Term Evaluation. Formal Summer Term evaluation completed by July.</p>
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