



Pentwynmawr Primary School



SDP 2025 - 2026

Headteacher: James Harris

Chair of Governors: Mr M Barnett

Pupil Leadership Group:



Context

Pentwynmawr Primary School serves the traditional village community of Pentwynmawr in the unitary authority of Caerphilly in south east Wales. The village is in a semi-rural location and there is a mix of privately owned, housing association and local council accommodation. Many parents, grandparents and several governors are former pupils of the school. The majority of pupils come from the village, but a small number attend the school from outside the catchment area.

The school caters for pupils from three to eleven years of age. There are 118 pupils on roll including 14 children who attend the nursery part-time. Children enter the nursery part-time at the start of the term following their third birthday. The majority of pupils are of white ethnic origin and speak English at home. No pupils speak Welsh as a first language. 19% of pupils are entitled to free school meals. 15.8% of pupils are on the school's register of Additional Learning needs (ALN), which is in line with the national average. There are ... pupils on IDP's in the school

The accommodation consists of a 2 floor building. The bottom floor has 2 classrooms N/R/Yr1 and Yr2/3 and there are toilets on this level. The upper floor accommodates Yr4/5 and Yr5/6. It also has a hall, library, a resource room, intervention room, headteachers office, the main office, girls/disabled toilets and the school kitchen. In addition to the tarmac play areas around the school, there are raised planting beds, trim trail, log circle and nature area.

The headteacher has been in post since May 2018 and he is an executive headteacher of Pentwynmawr and Maesycwmmmer Primary schools. There are 2 full-time teachers, 3 part time teachers, 3 full time teaching assistants and 2 part time teaching assistants . 2 teachers from a supply agency are used to cover PPA, ALN and Management time. The last Estyn inspection was in July 2018 where the school went into Estyn review. The school came out of Estyn review in March 2020.

The school has been awarded the Eco Flag, Healthy Schools (phase 5)

	25 - 26	26 - 27	27 - 28
	Priorities	Priorities	Priorities
Standards and Skills	<p>Improve Extended Writing Improve Handwriting across the school Further improve Welsh Oracy skills Further improve IT skills</p>	<p>Review standards of oracy in Welsh. Evaluate and refine the standard of writing across the curriculum.</p>	<p>Review reading and oracy skills across the curriculum. Review Welsh writing skills.</p>
New Curriculum	<p>Improve challenge for all pupils. Further develop MFL across the school Introduce Charanga to improve the music aspect of expressive arts. To improve teaching and learning through starters/plenaries and questioning</p>	<p>Review the implementation and structure of the new curriculum in each AOLE. Review impact and effectiveness and refine assessment.</p>	<p>Review challenge across the school. Review RVE resources and SOW.</p>
Well-being and Support	<p>To further improve physical development of all pupils. To further improve all aspects of ALN throughout the school</p>	<p>Evaluate the wellbeing and emotional resilience of pupils. Further reduce the barriers for fsm pupils.</p>	<p>Review ELSA. Review WSAMAH</p>
Leadership and Management	<p>Develop s2s working with Pentwynmawr. AOLE lead for Numeracy to develop and implement new SOW. AOLE lead for LLC to develop and implement a new SOW. Further develop the strategic cycle for governor involvement when evaluating school targets. Coaching and Mentoring Pupil Voice</p>	<p>GB to strengthen strategic oversight and accountability. Review community engagement and stakeholder involvement.</p>	<p>Develop middle leaders across the school. Develop TA's and HLTA'S. Review LLC and Numeracy SOW implementation.</p>

Estyn Recommendations - Inspection

Recommendations	Progress
Strengthen the self-evaluation processes and improvement planning	Good
Raise standards in Welsh second language	Good

Provide more challenge for pupils, especially the more able	Good
Improve tracking and assessment procedures.	Good
Increase opportunities for pupils to contribute purposefully to the life and work of the school	Good

Spending Plan 25 - 26

Standards - £51,669 Equity - £29,804

	Standards	Equity - PDG	Equity - EYPDG
TA Expenditure	£51,669	£24,533	£5,271

Priority 1: Standards and Skills

Rationale:

1. Improving extended writing across the school is essential to ensure pupils make consistent progress in developing their literacy skills, as required by the Curriculum for Wales. A whole-school focus will enable learners to organise, explain and communicate their ideas with increasing sophistication across all Areas of Learning and Experience.
2. The Curriculum for Wales highlights the importance of purposeful and authentic learning opportunities, and extended writing provides a vehicle for pupils to apply knowledge and skills meaningfully across the curriculum. Strengthening extended writing provision will ensure that pupils develop the critical thinking, creativity and communication skills necessary to become ambitious, capable learners.
3. Improving handwriting across the school is vital to ensure pupils develop fluency, accuracy and stamina in written communication, as outlined within the Literacy and Communication Area of Learning and Experience in the Curriculum for Wales. A consistent, whole-school approach will promote high standards of presentation, enabling pupils to take pride in their work and communicate effectively across all curriculum areas.
4. The Curriculum for Wales emphasises progression in foundational skills that support learners to express themselves confidently and purposefully. By strengthening handwriting provision, the school will ensure pupils acquire the fine motor control, legibility and independence necessary for success in extended writing and wider learning.
5. Strengthening Welsh oracy skills across the school is essential to ensure pupils make sustained progress in becoming confident communicators, as set out in the Languages, Literacy and Communication Area of Learning and Experience in the Curriculum for Wales. A consistent focus will enable learners to develop fluency, accuracy and confidence, supporting their bilingual journey and fostering pride in the Welsh language and culture.
6. The Curriculum for Wales highlights the importance of authentic communication and cultural identity, with Welsh oracy at the heart of these aims. By prioritising Welsh oracy development, the school will ensure that pupils can participate meaningfully in a range of contexts, strengthening their identity as ethical, informed citizens of Wales and the wider world.

Priority	Actions	Impact	Monitoring, Evaluation and Responsibility
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<p>Improve Extended writing - Year groups</p>	<p>Nursery - Reception (Progression Step 1). Model storytelling and sentence building orally- Use high-quality texts to develop vocabulary and sentence structures- Provide mark-making and writing-rich continuous provision- Scaffold early writing through talk and drawing.</p> <p>Years 1-2(Progression Step 2)- Use story mapping and oral rehearsal (e.g. Pie Corbett 'Talk for Writing')- Introduce sentence starters and connectives banks- Create writing toolkits (e.g. adjectives, wow words)- Develop writing through cross-curricular themes</p> <p>Years 3-4(Progression Step 2/3)Focus on paragraphing and genre-specific features- Use success criteria and WAGOLLS (What A Good One Looks Like)- Embed extended writing across AoLEs (e.g. explanation in Science, letters in Humanities)- Provide purposeful writing tasks</p> <p>Years 5-6(Progression Step 3)Teach how to plan, draft, edit, and improve with peer/teacher feedback- Encourage more formal and academic writing styles when appropriate- Ensure writing is regularly embedded in all AoLEs- Emphasise writing for real purposes (e.g. debates, reports, campaigns)</p>	<p>Increased mark-making and emergent writing observed in learning journeys- Pupils use more spoken vocabulary in early writing- Majority achieving PS1 in LLC writing</p> <p>Pupils use simple structure with beginning, middle, end- 80% use full stops and capital letters independently- Word count increases over time.</p> <p>Pupils write independently in extended formats (e.g. at least 2-3 paragraphs)- Increase in genre variety- 85% meet PS2/3 in LLC writing</p> <p>Pupils can plan, edit, and redraft to improve writing- Writing shows fluency and accuracy across a range of purposes and audiences- 90% reach PS3 in LLC writing</p>	<p>Observations and learning journals- Foundation Phase profile assessments- Annotated examples of writing from provision</p> <p>Book scrutiny- Pupil voice on enjoyment of writing- Targeted writing moderation (cross-class/year group)</p> <p>Extended writing sample moderation each term- Assessment of cross-curricular writing tasks- Pupil and teacher conferencing</p> <p>Whole-school moderation- Pupil voice on editing and feedback- Cross-AoLE writing portfolio development</p>
<p>Improve Extended writing - Whole School Strategy</p>	<p>Develop a whole-school writing progression map using CfW progression steps.</p> <p>Implement writing across the curriculum with a minimum of one extended piece per AoLE per term. Whole-school focus on oracy to develop ideas for writing.</p> <p>Introduce 'Cold' and 'Hot' writing tasks termly to measure writing development.</p> <p>.Deliver staff CPD on genre-based teaching, progression in sentence structure, and effective feedback strategies</p>	<p>Teachers are confident in planning for writing at increasing levels of complexity.</p> <p>Pupils see purpose and application for writing beyond English lessons. Pupils use oral rehearsal to build writing fluency and confidence.</p> <p>Teachers and pupils track improvement over time, helping to target support and challenge. Improved teacher confidence, more effective writing instruction, and consistent marking/feedback across the school</p>	<p>Ensures progression and consistency in expectations across phases. Aligns with cross-AoLE skill development, particularly in LLC, Science, Humanities, etc.Reflects the integral role of spoken language in the development of writing (CfW). Supports formative and summative assessment linked to Progression Steps. Builds teacher capacity to stretch and support pupils at all writing stages</p>
<p>Improve Handwriting across the school</p>	<p>Introduce fine motor skill development through play-based activities (e.g., threading, playdough, pegboards).</p> <p>Model correct pencil grip and letter formation using multisensory approaches.</p> <p>Teach consistent letter formation using handwriting programmes. (e.g. Letterjoin)</p> <p>Embed daily handwriting practice using Welsh and English patterns.</p>	<p>Learners can hold a pencil correctly and begin to form some letters accurately.</p> <p>Evidence of mark-making and early writing skills in floor books.</p> <p>Learners form letters correctly and sit them on the line.</p> <p>Writing shows developing consistency in size and spacing. Improved fluency in independent writing tasks.</p>	<p>All pupils write fluently with a consistent, legible style.</p> <p>High expectations for presentation seen in all subjects.</p> <p>Termly handwriting assessments.</p>

	<p>Link to phonics and spelling sessions. Embed joined handwriting across the curriculum. Targeted interventions for pupils with poor fine motor skills. Use of handwriting lines and visual prompts. Focus on fluency and individual style within a legible framework. Encourage self-editing for presentation. Incorporate handwriting targets into writing lessons.</p>	<p>Most pupils join writing consistently. Increased stamina for writing. Legible, fluent handwriting evident in independent work. All pupils write fluently with a consistent, legible style. High expectations for presentation seen in all subjects.</p>	<p>Book scrutiny and learning walks. Staff moderation across year groups. Progress tracking grids. Pupil conferencing. SLT monitoring and feedback to staff. Pupil portfolios. Peer and self-assessment. External moderation of writing samples.</p>
<p>Further improve Welsh Oracy skills</p>	<p>Progression Step 1 (Nursery & Reception) Embed daily Welsh oracy through songs, rhymes, and simple commands. Use visual aids and gestures to support understanding. Encourage repetition and short sentence structures. Train staff in incidental Welsh usage. Progression Step 2 (Years 1-3) Introduce Duolingo and structured speaking opportunities such as pair talk and role-play. Create oracy sentence stems for key topics. Use puppets and prompts to encourage dialogue. Display language mats and visual support. Progression Step 3 (Years 4-6) Develop purposeful oracy opportunities (debates, presentations, drama). Use bilingual scaffolds and success criteria. Integrate Duolingo and digital tools for recording and reflecting on spoken Welsh. Model complex structures and vocabulary.</p>	<p>Pupils respond to and use simple Welsh words and phrases daily. Staff consistently model Welsh. Increased pupil confidence in using Cymraeg.</p> <p>Pupils engage in simple dialogues using familiar vocabulary. Oracy activities embedded in planning. Greater oral fluency and pronunciation.</p> <p>Pupils speak with increasing confidence and accuracy. Oracy tasks evident in cross-curricular work. Improvement in extended spoken responses.</p>	<p>Learning walks focusing on incidental Welsh. Pupil voice in Welsh. Staff confidence surveys. Book looks for evidence of oracy planning. Audio/visual recordings of pupil oracy. Half-termly pupil voice checks. Oracy assessment rubrics used termly. Learning walks to observe classroom talk. Moderation of oracy outcomes.</p>
<p>Further improve IT skills</p>	<p>Develop and embed a clear progression framework for digital skills (aligned to DCF strands: Citizenship, Interacting & Collaborating, Producing, Data & Computational Thinking) across all year groups.</p> <p>Deliver regular staff training sessions (e.g., coding, multimedia production, digital collaboration platforms) linked to both classroom practice and innovative pedagogy.</p>	<p>By the end of the year, 90% of pupils will show progression in at least one DCF strand (measured through digital portfolios/work samples). 100% of teachers will evidence DCF coverage in medium-term planning, ensuring digital skills are taught consistently.</p> <p>Teacher confidence surveys will show a 20% increase in staff confidence using digital tools to support learning. At least two digital learning opportunities per term per class will be planned and delivered (evidenced in planning & pupil work).</p> <p>85% of pupils will apply digital skills purposefully in at least 3 different</p>	<p>Termly planning scrutinies to ensure coverage and progression. Pupil digital portfolios Classroom evidence checks against progression steps. SLT reports to Governors on coverage and standards.</p> <p>Staff audits before and after training. Lesson observations and learning walks focusing on digital tool use.</p>



	<p>Introduce termly cross-curricular projects where pupils use IT creatively (e.g., coding to model science concepts, creating digital art, producing podcasts on local history).</p>	<p>AoLEs (measured through evidence in books/portfolios).</p> <p>Projects will result in increased pupil engagement scores (through pupil voice surveys), with at least 75% of pupils reporting enjoyment and confidence in digital tasks.</p>	<p>Pupil voice surveys to gauge impact on engagement and learning.</p> <p>Project outcomes showcased in school events/online platforms. Pupil and staff feedback gathered termly.</p> <p>Work scrutiny by SLT, mapped against Curriculum for Wales four purposes.</p>
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Priority 2: New Curriculum

Rationale:

1. Improving the level of challenge across the school is essential to ensure all pupils make appropriate progress in line with their abilities, as highlighted in the recent Estyn inspection. A sharper focus on providing challenge will enable learners to think critically, apply their skills independently and achieve the aspirations of the Curriculum for Wales.
2. The Curriculum for Wales requires schools to provide rich and demanding learning experiences that stretch and inspire all learners. By addressing the need for greater challenge identified by Estyn, the school will ensure that pupils develop resilience, ambition and higher-order thinking skills across all Areas of Learning and Experience.
3. Enhancing MFL provision is essential to ensure pupils develop the knowledge, skills and cultural awareness outlined in the Languages, Literacy and Communication Area of Learning and Experience within the Curriculum for Wales. A consistent, whole-school approach will enable learners to build confidence in using an additional language and broaden their global perspectives.
4. The Curriculum for Wales emphasises the importance of preparing pupils to be ethical, informed citizens who can engage with an interconnected world. By strengthening MFL across the school, pupils will acquire transferable communication skills and an appreciation of linguistic diversity, supporting their progression as ambitious, capable learners.
5. Improving music provision through the structured use of Charanga will ensure pupils experience a progressive and consistent curriculum in line with the Expressive Arts Area of Learning and Experience within the Curriculum for Wales. This approach will enhance pupils' confidence, creativity and enjoyment in music, while ensuring staff have the resources and guidance to deliver high-quality learning experiences.
6. The Curriculum for Wales emphasises creativity, performance and appreciation as central to pupils' development within Expressive Arts. By embedding Charanga across the school, learners will develop their musical skills, knowledge and understanding systematically, enabling them to express themselves confidently and achieve the four purposes as ambitious, capable and creative learners.
7. Improving the use of starters, plenaries and effective questioning will strengthen teaching and learning by ensuring lessons are purposeful, engaging and focused on progression, as required by the Curriculum for Wales. A consistent whole-school approach will enable pupils to consolidate prior knowledge, make connections in their learning and reflect meaningfully on their progress.
8. The Curriculum for Wales emphasises learner engagement, reflection and independence as key drivers of effective pedagogy. By enhancing the quality of starters, plenaries and questioning, the school will ensure that pupils are challenged to think deeply, articulate their understanding and develop the critical skills needed to become ambitious, capable learners.

Priority	Actions	Impact	Monitoring, Evaluation and
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			Responsibility
<p>Improve challenge for all pupils.</p>	<p>Nursery - Reception(Progression Step 1) Enhance continuous provision with open-ended provocations- Use early questioning frameworks (e.g. Bloom's Taxonomy EYFS)- Embed child-initiated challenge tasks (e.g. "Can you find a harder way?")</p> <p>Years 1-2(Progression Step 2)- Introduce 'Must/Should/Could' challenge levels in lessons- Use thinking tools (e.g. Venn diagrams, thinking maps)- Plan open-ended enquiry-based tasks</p> <p>Years 3-4(Progression Step 2/3)- Embed 'What's the Challenge?' targets- Develop peer critique protocols- Create independent 'Challenge Journals' or logs</p> <p>Years 5-6(Progression Step 3) Use high-level questioning (e.g. Socratic questioning)- Plan real-world, authentic problem-solving tasks- Promote pupil-led enquiry and evaluation</p>	<p>Pupils use extended reasoning vocabulary in independent talk (observation notes)- More pupils achieving PS1 in LLC and Maths- Increase in children selecting harder tasks</p> <p>Increase in pupils choosing 'Could' level tasks (tracked via pupil work)- Evidence of depth in book scrutiny- 80%+ independently selecting appropriate challenge levels</p> <p>Pupils improve work following peer/self-assessment- Self-assessments show increased confidence- 85% can articulate challenges and how they overcame them</p> <p>- Increase in extended reasoning in writing and oracy- Pupils transfer skills across AoLEs- 90% evaluate their work using criteria and suggest next steps</p>	<p>Learning walks (termly)- EYFS observations</p> <p>Foundation Phase profile outcomes- Pupil voice</p> <p>Book scrutiny (half-termly)- Lesson observations- Pupil voice</p> <p>Book looks (termly)- Peer observations- Pupil interviews and surveys</p> <p>AoLE moderation (termly)- Pupil-led presentations- Learning walks</p>
<p>Improve challenge for all pupils. Whole School</p>	<p>Progressive use of success criteria and WAGOLLS- CPD on delivering challenge- Use of digital tools to promote deeper thinking- Integration of MAT strategies into all lessons- Tracking focus on depth, not just coverage</p>	<p>All staff confident in delivering progressive challenge- Challenge evident across all AoLEs- Increase in pupil resilience and independence across the school</p>	<p>Staff CPD feedback- Pupil tracking against PS statements</p> <p>SLT and AoLE learning walks and lesson observations.</p> <p>Digital portfolios and Seesaw uploads</p>
<p>Further develop MFL across the school</p>	<p>Progression Step 1 (Nursery & Reception) Introduce simple words and greetings through songs, puppets and stories. Use short listening and speaking games. Embed basic vocabulary into daily routines. Display language visuals.</p> <p>Progression Step 2 (Years 1-3) Deliver short, structured MFL sessions on a regular basis Use language games, Duolingo platform and role-play for vocabulary practice. Provide sentence stems and modelled pronunciation. Integrate cultural stories and songs.</p> <p>Progression Step 3 (Years 4-6)</p>	<p>Pupils begin to recognise and repeat key words. Increased interest in other languages and cultures. Staff use basic MFL vocabulary confidently.</p> <p>Pupils use simple phrases in context. MFL learning evident in displays and books. Pupils show enthusiasm and recall vocabulary.</p>	<p>Staff planning includes language exposure. Observations of MFL routines. Pupil voice and engagement tracking. Learning walks and lesson observations. Teacher feedback and resource review. Audio recordings of pupil speech. Assessment rubrics and pupil portfolios. LLC Lead monitors delivery and progression. End-of-term oral presentations or recordings.</p>

	<p>Extend speaking and listening activities to include role-play, descriptions, and simple conversations. Use Duolingo, authentic texts and digital tools to support comprehension. Build progression through structured topics and scaffolded speaking tasks. Link language learning with intercultural understanding.</p>	<p>Pupils demonstrate greater fluency and recall. Engagement with authentic materials. Pupils participate in extended spoken exchanges.</p>	
<p>Introduce Charanga to improve the music aspect of expressive arts.</p>	<p>Progression Step 1 (Nursery & Reception) Use Charanga's EYFS resources weekly. Embed music activities into continuous provision. Model simple call-and-response songs and sound exploration.</p> <p>Progression Step 2 (Years 1-3) Deliver structured Charanga units each half-term. Include active listening, performing and composing in lessons. Support non-specialist staff with CPD on Charanga planning and delivery.</p> <p>Progression Step 3 (Years 4-6) Use Charanga's intermediate units including digital composing tools. Encourage pupil reflection and self-assessment. Promote ensemble work using tuned and untuned instruments.</p>	<p>Pupils participate enthusiastically in music-making. Improved ability to respond to pitch and rhythm. Staff confident in using Charanga basics.</p> <p>Pupils demonstrate improved rhythm, pitch, and confidence in performance. Charanga used consistently across classes. Staff express increased confidence.</p> <p>Pupils compose and perform collaboratively. More detailed self-assessment and reflection evident. Lessons show musical progression and independence.</p>	<p>Learning walks with music focus. Charanga usage tracked. Informal pupil engagement feedback.</p> <p>Planning scrutiny. Charanga login reports and usage stats. Pupil voice on favourite activities and learning. Pupil portfolios and recordings. Lesson observations. Termly evaluation of skill progression and platform use.</p>
<p>To improve teaching and learning through starters/plenaries and questioning</p>	<p>Progression Step 1 (Nursery & Reception) Use songs or visual flashcards as engaging lesson openers. End sessions with movement or story-based plenaries. Ask simple yes/no or 'choose' questions to consolidate understanding.</p> <p>Progression Step 2 (Years 1-3) Develop consistent use of warm-ups to activate prior knowledge. Use plenaries to revisit and assess key learning (games, quizzes). Use targeted questioning to promote oral responses and check understanding.</p> <p>Progression Step 3 (Years 4-6)</p>	<p>Pupils are engaged from the start of the session. Children respond with actions or words. Improvement in memory and recall.</p> <p>Pupils respond and participate more confidently. Evidence of progress in retention and verbal reasoning. Starters and plenaries linked to lesson objectives.</p>	<p>Observations of pupil engagement. Staff planning includes structured starter/plenary. Informal pupil feedback. Lesson observations and peer feedback. Review of planning format. Pupil voice and participation tracking.</p> <p>Learning walks with focus on questioning. Planning and book scrutiny. Use of assessment for learning (AfL) strategies in evaluations.</p>

	<p>Use retrieval tasks and open-ended questions in lesson openings. Design plenaries that include reflection or peer-assessment. Apply higher-order questioning (e.g. 'why', 'how', 'what if') to challenge thinking.</p>	<p>Pupils initiate responses and extend discussion. Questions promote reasoning and justifying opinions. Clear links between starter/plenary and intended learning outcomes.</p>	
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Priority 3: Well-being and support

Rationale:

1. The Curriculum for Wales highlights the importance of fostering healthy, active lifestyles that support pupils' physical, mental and emotional well-being. By improving Physical Education across the school, pupils will be equipped with the knowledge, skills and motivation to make positive choices that contribute to lifelong health and well-being.
2. Strengthening Physical Education provision is essential to ensure pupils develop the physical literacy, health and well-being skills identified within the Health and Well-being Area of Learning and Experience in the Curriculum for Wales. A whole-school focus will enable learners to build resilience, teamwork and confidence through a broad range of physical activities.

Priority	Actions	Impact	Monitoring, Evaluation and Responsibility
<p>To further improve physical development of all pupils.</p>	<p>Progression Step 1 (Nursery to Year 1) Implement daily physical development sessions. Provide a range of small and large equipment to develop gross and fine motor skills. Train staff in early movement play-based activities.</p> <p>Progression Step 2 (Year 2 to Year 4) Introduce skills-focused PE lessons across a range of sports. (2 hours per week) Include health and well-being discussions in lessons. Create cross-curricular links with Science and H&W AoLE.</p> <p>Progression Step 3 (Year 5 to Year 6) introduce sports leadership roles and peer coaching. Offer varied after-school clubs to enhance engagement. Use pupil voice to tailor PE curriculum.</p>	<p>Increased participation in daily movement sessions. Improved motor coordination (tracked through observational checklists).</p> <p>Pupil self-assessments show growing understanding of physical health. Pupils demonstrate increasing competence in PE skills (teacher assessment).</p> <p>Improved pupil engagement and confidence (via surveys). Increased participation in extracurricular sport. Y3-6 physical competency evaluations show progress.</p>	<p>Termly staff observations and learning walks. Pupil progress recorded via Early Years profiles. Termly PE assessments using skills grids. Teacher moderation sessions across year groups Use of pupil voice surveys termly. Review participation data half-termly. Annual PE report shared with SLT/governors.</p>

Priority 4: Leadership and Management

Rationale:

1. Improving collaboration between local primary schools strengthens the capacity of both to meet the needs of all learners and staff. School-to-school working aligns with the principles of the **Curriculum for Wales**, which emphasises collaboration, innovation, and sharing of best practice to raise standards and promote equity.
2. Creating a Languages, Literacy and Communication (LLC) scheme of work provides a clear, progressive framework that ensures learners develop the skills needed to communicate effectively, confidently, and creatively across the curriculum. It supports consistency, high expectations, and alignment with the **Curriculum for Wales**, helping all pupils achieve the four purposes.
3. Creating a Mathematics and Numeracy scheme of work ensures clear progression in skills, concepts, and problem-solving approaches, supporting all learners to build confidence and competence. It provides consistency and coherence across the school, while aligning teaching and learning with the **Curriculum for Wales** and the four purposes.
4. Further developing the strategic cycle for governor involvement ensures that school targets are monitored with rigour, transparency, and a clear focus on pupil outcomes. It strengthens accountability and supports governors to act as effective critical friends, fully aligned with the self-improving system.
5. By supporting local schools and newly qualified headteachers, a headteacher can share expertise, strengthen professional networks, and contribute to the wider improvement of education in the community. This collaboration also enhances their leadership skills, builds capacity in the system, and fosters a culture of mutual support and continuous professional growth.
6. Further developing the role of Pupil Voice empowers learners to actively participate in decision-making, fostering a sense of ownership, responsibility, and **engagement in their school community**. It also provides valuable insights for school improvement, helping leaders make informed decisions that better meet the needs of all pupils.

Priority	Actions	Impact	Monitoring, Evaluation and Responsibility
Develop s2s working with Maesycwmmwr	<p>Practitioners share understanding of early learning experiences that promote curiosity and exploration. (All AoLEs – Four Purposes and Pedagogical Principles)</p> <p>Strengthen collaboration to align progression and pedagogical approaches. (All AoLEs – Progression and Reflective Practice)</p> <p>Develop strategic collaboration to support transition and leadership development. (Cross-AoLE Collaboration, Professional Learning, Four Purposes)</p>	<p>Facilitate joint Foundation Phase moderation sessions. Share good practice in play-based learning and pupil observation. Organise shared CPD and learning walks across schools.</p> <p>Partner with cluster schools to co-develop mini-units. Arrange team-teaching and shared planning sessions.</p> <p>Develop joint pupil voice forums on learning experiences. Co-host CPD on assessment, curriculum design and subject leadership.</p>	<p>Post-collaboration evaluation forms. Moderation outcomes recorded. Feedback from staff and SLT.</p> <p>Planning scrutiny. Staff feedback from collaborative projects. SLT monitor implementation of shared units.</p> <p>Leadership meeting minutes. Pupil surveys across schools. S2S reports and case studies.</p>

<p>AOLE lead for Numeracy to develop and implement new SOW.</p>	<p>Develop practical, play-based maths activities using manipulatives. Introduce early number songs and games. Begin simple problem-solving through stories.</p> <p>Introduce a consistent scheme of work with sequenced units. Embed reasoning and problem-solving tasks weekly. Link maths to real-life situations and other AoLEs.</p> <p>Ensure the scheme builds challenge and deepens understanding. Include investigative and project-based maths tasks. Provide CPD on rich questioning and variation theory.</p>	<p>Pupils show developing awareness of number, size and pattern. Maths observed during continuous provision. Staff use consistent vocabulary and routines.</p> <p>Clear evidence of progression in fluency and reasoning. Consistent coverage across classes. Pupils begin to explain methods and choices.</p> <p>Pupils show fluency, flexibility and independence. Higher engagement and application across the curriculum. Assessment shows strong progression against CfW expectations.</p>	<p>Observations and learning journey records. Staff planning reviewed for mathematical opportunities. Informal learning walks. Planning scrutiny and book looks. Pupil voice on confidence and enjoyment. Termly data tracking and analysis. Moderation of pupil work. Lesson observations. SLT termly reviews and pupil progress meetings.</p>
<p>AOLE lead for LLC to develop and implement a new SOW.</p>	<p>Conduct whole-school literacy audit of current planning, coverage, and progression in reading, writing, and oracy.</p> <p>Pentwynmawr & Maesycwmmwr LLC lead collaboration to design a school-wide Literacy Scheme of Work.</p> <p>Map progression in reading, writing, and oracy aligned with Progression Steps and Curriculum for Wales.</p> <p>Build scheme structure: genres, purposes, skills, oracy opportunities, and cross-curricular links.</p> <p>Include high-quality model texts, toolkits, sentence stems, and oracy frameworks in the scheme e.g <i>Voice21 / Alan Peat Sentence Types / Literacy Shed resources / Inspire website & MOZAIK / EAS reading response scaffolds</i></p> <p>Provide staff training and CPD on use of the scheme, planning strategies and pedagogical approaches.</p> <p>Trial elements of the scheme in phases and refine based on feedback.</p> <p>Ensure cross-curricular application of literacy skills across AoLEs.</p> <p>Develop whole-school expectations for extended writing, reading response and spoken language outcomes.</p> <p>Review and refine the scheme annually in light of staff feedback, pupil outcomes and curriculum changes.</p>	<p>Clear understanding of current strengths and gaps.</p> <p>Active collaboration across year groups. Staff ownership of the scheme.</p> <p>Whole-school progression map completed and accessible.</p> <p>Writing, reading and oracy expectations are consistent and progressive across year groups.</p> <p>Shared resources in place to support delivery. Staff use consistent terminology and approaches.</p> <p>>90% of staff report increased confidence in teaching and planning for reading, writing and oracy.</p> <p>Adjustments made to ensure the scheme is manageable, effective and engaging.</p> <p>Literacy is embedded in thematic and subject-based learning.</p> <p>Clear evidence of progression in pupil work across all areas of literacy.</p> <p>Ongoing improvement and relevance of the scheme.</p>	<p>Literacy Lead collates findings; summary shared with SLT and staff.</p> <p>SLT meeting notes and working group minutes. Timeline tracked.</p> <p>Curriculum maps reviewed by SLT; cross-referenced with CfW guidance.</p> <p>Planning scrutiny against AoLE expectations. Moderation supports consistency.</p> <p>Folder/resource bank created and monitored for usage.</p> <p>Staff feedback survey.</p> <p>Post-training evaluations.</p> <p>Regular drop-ins and staff feedback collected termly.</p> <p>Evaluation meetings after trial phase. Feedback logs from trial teachers.</p> <p>Cross-curricular planning scrutiny.</p> <p>Pupil voice shows understanding of literacy in context.</p>

			<p>Book looks, oracy observations and evidence collected in learning walks.</p> <p>Annual staff evaluation and pupil data analysis. Next steps planned for the following academic year.</p>
<p>Further develop the strategic cycle for governor involvement when evaluating school targets.</p>	<p>Define specific timelines for evaluating school targets, including regular intervals for reviewing progress and making adjustments.</p> <p>Schedule regular meetings for governors to review progress towards targets, discuss evaluation findings, and make necessary adjustments to strategies.</p> <p>Provide training sessions for governors on how to effectively evaluate school targets, including understanding of standards/data.</p>	<p>A well-defined strategic cycle for evaluating school targets ensures that all stakeholders are accountable for their roles in achieving these targets, leading to a more responsible and committed school community.</p> <p>Regular documentation and reporting promote transparency, allowing all stakeholders to understand progress and areas needing improvement, fostering trust and cooperation.</p> <p>Providing training and development for governors enhances their ability to effectively evaluate school targets, building their capacity to contribute meaningfully to school governance.</p>	<p>At least 1 meeting a term is used to improve the strategic cycle and support MER.</p> <p>GB to complete regular feedback linked to the activity.</p> <p>GB to join staff training.</p>
<p>Coaching and Mentoring</p>	<p>JH to continue his role leading the Caerphilly Headteacher Induction Programme.</p> <p>JH to be SIP for 4 primary schools in Caerphilly - Ty Sign, Plasyfelin, Park and Gilfach.</p>	<p>By the end of the induction year, 100% of new headteachers on the programme will have completed sessions on curriculum design, safeguarding, self-evaluation & improvement planning, as well as making links with departments in the LA..</p> <p>By the end of the support cycle, the schools will have updated self-evaluation processes and School Improvement Plans that are explicitly aligned with Curriculum for Wales and DCF priorities.</p>	<p>LA to monitor viability of training.</p> <p>LA to monitor viability of SIP.</p>



On-going

- Welsh fans, Placemats and Helpwr Heddiw everyday in each class from N-Year 6 focusing on previous sentence patterns being embedded and new sentence patterns being taught.
- Welsh practical books, QR codes and work on the Welsh alphabet. TPR to introduce a new sentence pattern.
- Reading books and logs sent home weekly from Reception - Year 6
- Every class teacher reading to their class for enjoyment
- Welsh guided reading every half term
- Welsh display - Bocs Bendigedig - Which is added to throughout the year.
- All 5 strands of Expressive Arts to be covered throughout the year (art, drama, dance, music, photography).
- A build up of skills to be evident for all strands of Expressive Arts- not stand alone lessons.
- Link lessons to other areas of the curriculum.
- Evidence of practical activities to be uploaded onto seesaw.
- At least one physical active extra curricular club to be organised each half term in each building.
- Daily collective worship involving the whole school.
- Topics that link to our Welsh heritage and provide opportunities for learning about the historical and geographical elements of Wales.
- Each class plans a visit to a Welsh heritage site such as St Fagans, Big Pit, Winding House, Castle where it fits within the class topic.
- Maths can be difficult, it is even more difficult when children are being taught differently as they move through the school, the idea with the cluster policy is that it is used to work towards the language used being consistent.
- Maths taught every day with 4-5 written pieces in years 3-6 weekly and 3-4 pieces in reception to year 2, with practical evidence for the other days.
- Knowledge of times tables to be increased with fun competition using hit the button for example.
- Authentic connections to be made within maths, in the local community when possible.
- Gather evidence to show a learning journey across each topic.



Monitoring Cycle 25/26

Term	Monitoring
Autumn Term	Book Scrutiny - All Aole's Learning Walk - All Aole's Lesson Observations National Tests Progress in Targets ALN pupil progress meetings Pupils progress meetings and review targets SDP Impact Reports
Spring Term	Pupil Learning Walks Pupil Lesson Observations Progress in Targets Pupils progress meetings and review targets ALN pupil progress meetings Staff Meeting - Standardisation SDP Impact Reports
Summer Term	Book Scrutiny - All Aole's Lesson Observations National Tests Progress in Targets Pupils progress meetings and review targets ALN pupil progress meetings Reporting to Parents SDP Impact Reports WAWN