



Ysgol Plascrug School Development Plan

2025-2026

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Glossary

EAL	English as an Additional Language
ALN	Additional learning Needs
RADY	Raising the Attainment of Disadvantaged Youngers
WIMD	Welsh Index of Multiple Deprivation
IDP	Individual Development Plan
AOLE	Areas of Learning and Experience
ELSA	Emotional Literacy Support Assistant
HLTA	Higher Level Teaching Assistant

TA	Teaching Assistant
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School vision

At Plascrug School, we will ensure that each child thrives in our school, which puts children at the centre of our community. We believe that every pupil has the potential to make excellent progress in developing lifelong skills in a multilingual environment that is safe, caring and inspiring. We will give each child the best possible chance to succeed, celebrating with them each step of the way. [Mission and Aims - Ysgol Gynradd Plascrug Primary School](#)

School context

Whilst the school draws most pupils from Aberystwyth and its surrounding area, a significant proportion of pupils' travel in from the surrounding countryside and from other towns such as Machynlleth.

We have 415 pupils aged 3-11 on roll currently attending Plascrug Community School with 377 of those pupils attending on a full-time basis. On roll, we currently have 209 girls and 207 boys, but this number fluctuates regularly due to the transient nature of some of our EAL families. Since the beginning of the autumn term 2025, 11 pupils have left Plascrug with 9 of them being EAL pupils and 13 have started school with 7 of them being EAL. Our current school attendance figures are 93% which is 1% below the county target for 2025-26 of 94%.

Plascrug is a cosmopolitan school with over 41 languages spoken by pupils within the school. There are currently 139 pupils registered as EAL (English as an Additional Language), with 37 of them begin categorised as either Stages A or B, which means they are new to English or have early acquisition. EAL pupils represent 33.57% of the school population.

We have 13 classes in Plascrug Community School with 2 classes per year group from reception onwards. In nursery we have a morning and afternoon part-time class. In January 2026, we will have a full-time class as well as a morning and afternoon part time class which increases our numbers on roll by around 20 each year. Plascrug is a Category 2 Transitional School and is working towards becoming a Category 2 Dual Language School. Plascrug has worked with all Category 2 Transitional Schools in Ceredigion over the

past 3 years along with Welsh Advisors in the county. In September 2024, our nursery pupils were taught through the medium of Welsh for the first time. In September of 2025, both nursery and reception classes are taught through the medium of Welsh.

Whilst being a cosmopolitan community, the school ensures that all pupils have a strong sense of being located within Wales and prioritises the development of Welsh language skills ensuring pupils have a sense of their 'cynefin'. Please click to see the school prospectus in English <https://shorturl.at/HstC7> and in Welsh <https://shorturl.at/x0jUg>

In January 2025, a new headteacher and deputy headteacher were appointed in Plascrug Community School after the retirement of the headteacher. The new headteacher was the deputy headteacher of Plascrug Community School for 5 years before the appointment. The new deputy headteacher was appointed from a nearby Welsh speaking federalised school.

23 pupils have an IDP (Individual Development Plan) which equates to 6% of total number of pupils attending the school.

The delegated budget for 2025/26 is £2,043,169 with an additional budget of £58,212 for EAL which gives a total of £2,101,381. This equates to a delegated funding per capita of £4,900 (based on delegated budget alone).

Our current Free School Meal percentage stands at 12% but due to all school meals being free in Wales, we believe the number is much higher.

The ward in which the school is situated is ranked 1449 in the 2019 Welsh Index of Multiple Deprivation rankings placing the school in the 8th decile. However, a number of children live in nearby Penparcau which is ranked 522 on the WIMD in terms of income. The school is located on the border of two Aberystwyth regions, Llanbadarn Fawr South and Aberystwyth South Central with many children live in poor quality housing ranked 343 on WIMD. In relation to the specific (Welsh Index of Multiple Deprivation (WIMS) domain of 'Access to Services', 30-50% of pupils reside in areas ranked within the 25% most deprived in Wales. Additionally, 39% of pupils live in areas among the 25% most deprived in terms of 'Housing', and 22% in relation to the 'Physical Environment' domain.

[WIMD - Aberystwyth Canol/Central](#)

[WIMD - Llanbadarn Fawr South](#)

Plascrug is very environmentally conscious, including:

- Following the Eco Schools Initiative, and the Eco Council’s Platinum status for 14 years running
- The Sustrans Gold Award (only school in Ceredigion)
- Recent investments in the school grounds – particularly important as the catchment is predominantly town based – and winning the 2025 Tidy Wales “Uniting for Environmental Impact” award, which will be featured on S4C Prynhawn Da in November 2025.

Plascrug Community School was last inspected by ESTYN in 2018.

Self-evaluation summary and Evaluation of 2024 / 25 Improvement Priorities

Inspection area	Strengths	Areas to develop	Evidence
<p>IA1 – Teaching and Learning</p> <p>SDP 24/25 Priority 1</p> <p>To provide a wide range of opportunities for children to develop their extended writing skills</p>	<ul style="list-style-type: none"> • Very good progress was made in this priority in 2024/25 • Most learners have developed confidence to make the most of increased opportunities to develop their extended writing skills throughout the curriculum. • Most parents/guardians have developed their appreciation of the importance of extended writing and are able to encourage their children to participate at home through homework etc through celebrating extended 	<ul style="list-style-type: none"> • Continue to revisit the long-term plan on an annual basis and encourage collaboration between AOLE lead of language, literacy and communication of Plascrug with Llwyn yr Eos primary school and St. Padarn’s primary. • Continue to inform teachers, especially new teachers to the resources shared by Helen Bowen on developing extended writing. 	<p>Learning walk, listening to learners, book appreciation and collaborative working.</p> <p>Extended writing learning walk 08.04.25 – CS</p> <p>Extended writing learning walk 08.04.25 – KS2</p> <p>Literacy meeting with advisor Tom Trevarthen 20.05.25</p>



<p>throughout the curriculum.</p>	<p>writing in newsletters, progress evenings and updates on the priorities.</p> <ul style="list-style-type: none"> Monitoring of books, learning walks and listening to learners have all shown significantly more opportunities being provided for pupils to engage in extended writing across the curriculum. As a result, standards and adherence to the long-term plan for Language, Literacy and Communication have been consistent and teaching staff supported with their extended writing learning journeys. It was clear from the whole school monitoring that there was an increase in opportunities for extended writing and use of scaffolding shared by Helen Bowen (Education Consultant for Literacy) in KS2 meaning that most pupils had support to plan, write and edit their extended pieces of work. Training from Steven Evans (AOLE Lead in St. Padarn's Primary) and Katy Hoole (AOLE Language, Literacy and Communication lead in Plascrug) to all teaching staff were used to support them on planning for rich extended writing experiences. Use of independent project books has been successful of linking schoolwork to home in Years 3-6 for most pupils. Examples of good extended writing pieces has been used in the weekly newsletter to celebrate with the school community. Feedback from pupils and the school community has been positive in sharing good examples of writing in the newsletter 	<ul style="list-style-type: none"> Monitoring the effectiveness of Nelson Handwriting scheme and use of Nelson Spelling scheme During Quad Observations on extended/emergent writing and see independent areas at work in June 2025, some areas to develop noted by teachers were encouraging pupils to refer to the working wall and encourage them to recall and refer to previous learning. 	<p>Working together to improve literacy standards (collaborative working) 30.04.25</p> <p>Quad Observations Meithrin</p> <p>Quad observations Blwyddyn 6 03.06.25</p> <p>Links above: Quad observation examples from Meithrin and Year 6 with a focus on Main focus – to observe extended/emergent writing and see independent areas at work</p> <p>Writer of the Year Book July 2025</p>
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	<p>with many pupils eager to show their pieces of extended writing to teachers and SMT.</p> <ul style="list-style-type: none"> • Quad observations carried out from Years Meithrin to Year 6 with a focus – to observe extended/emergent writing and see independent areas at work worked well with all teaching staff reporting on the positive experience and the positive impact of sharing and learning from one another. • Writer of the Year annual celebration in the summer term was used to showcase talented writers in KS2, praise their achievements and inspire other young writers. 		
<p>SDP 24/25 Priority 3</p> <p>To ensure the transition to teaching through the medium of Welsh in the nursery goes smoothly and provide a wide range of opportunities for pupils throughout the school to develop their oracy skills.</p>	<ul style="list-style-type: none"> • Good progress was made in this priority in 2024/25 • Whole school monitoring on Welsh Oracy in Ymweliad 2 clearly showed that most pupils made good progress in their confidence and speaking Welsh. As a result, many pupils in KS2 were positive about the language. Many pupils understood spoken Welsh and could answer appropriately, and Welsh was being successfully implemented in cross curricular activities. Challenging vocabulary is being introduced and used in class. In Foundation Learning, most pupils were very enthusiastic about their learning and were engaged in lessons. Welsh was being taught through cross-curricular activities, and many pupils were using previous knowledge of sentence structures and vocabulary confidently. Clear progression was being made in the sentences 	<ul style="list-style-type: none"> • Continue to focus on staff training and sharing Welsh resources with whole school staff. • Ensure that staff that have been on training are continued to be supported. • Continue to attend Welsh courses and Networks. • Celebrate and share good practice in the school and invest in more Welsh resources and Welsh reading books. • Continue to collaborate with T2 schools • Encourage and inform parents/guardians on the various options they can attend Welsh lessons in Plascrug, online and in other T2 schools in the local area. 	<p>Ymweliad 2 – CA2 Welsh oracy focus 06.05.25</p> <p>Ymweliad 2 – CS Cymraeg Welsh oracy focus 06.05.25</p> <p>Report on visit to Llwyn yr Eos 11.06.25 by the Meithrin teacher as part of the Cynyddu Capasiti grant.</p> <p>Nant Gwrtheyrn evaluation 16.06.25</p> <p>Report on a visit to Yr Ysgol Gymraeg to visit their meithrin setting by the Plascrug meithrin teacher and HLTA in February 2025.</p>

	<p>and vocabulary used within the Foundation Phase and use of symbols and sign language with Welsh vocabulary supports pupils learning.</p> <ul style="list-style-type: none"> • Wythnosau trochi have had a good impact on teachers/staff confidence in delivering cross curricular lessons through the medium of Welsh as lesson ideas and resources are created and shared via Teams. Good practice within the school was also shared with each other in staff meetings and resources added to the county Trochi Teams site. • Staff have benefitted from Welsh courses such as Katy Hoole on her part time, lefel uwch sabbatical and 4 members of staff attending a 5 day long Welsh course in Nant Gwrtheyrn. Feedback from Katy Hoole stated that she felt she had a firmer grasp on gramadeg Cymraeg and believed that her Welsh reading and writing skills had improved considerably. The 4 foundation learning staff (1 teacher, 1 HLTA and 2 TA2) stated that their confidence in Welsh oracy had grown and that they had a better understanding of tenses and mutations. • The Meithrin and Derbyn teachers in Plascrug have attended networks run by Welsh Ceredigion Advisors in collaboration with other Meithrin and Derbyn teachers from T2 schools. This enhanced their knowledge and understanding of the Daith Darllen and Welsh phonics. They also commented on having a better understanding of the wide ranges of 		<p>Report on the visit of the meithrin and derbyn teacher from Plascrug to Llanelli to visit 2 Welsh medium schools in June 2025 with the Welsh advisors and other teachers from T2 school. 05.06.25</p>
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	<p>resources available to support them on teaching and learning through Welsh.</p> <ul style="list-style-type: none"> • Welsh courses for parents/guardians are well attended in person and online. Parents/guardians are more confident in using everyday Welsh phrases with some even commenting in Welsh on SeeSaw. • Feedback from the Meithrin and Derbyn teachers from attending the termly network meetings and visiting Llwyn yr Eos and Yr Ysgol Gymraeg has been very positive. Good connections have been built and resources and advice shared. 2 teaching staff from Meithrin and Derbyn also attended a visit, arranged by the Welsh Advisors at Ceredigion Council along with other teachers from Meithrin and Derbyn to Llanelli which was informative. Feedback from the visit was very positive with strategies implemented in both year groups such as vocabulary cards. • Celebrations and events such as Cymro / Cymraes yr wythnos, Mr Wyn's awards at the annual School Award Ceremony, Criw Cymru, Eisteddfod participation, celebration of Shwmae day / St David's day / weekly Welsh assemblies are firmly embedded into the school culture. 		
<p>SDP 24/25 Priority 4 To develop pupils' independent</p>	<ul style="list-style-type: none"> • Good progress was made in this priority in 2024/25. • Independent books did increase motivation for most pupils in Year 3-6 (235 pupils). Feedback from some parents/guardians in the progress 	<ul style="list-style-type: none"> • Further work – Inform parents on what we are doing in school to help with improving pupils' independence. Organise workshops where parents can have support and be informed on how to 	<p>Staff evaluation from Cath Delve's course on developing independence 20.03.25</p>


<p>learning skills both when working on their own or as part of a group.</p>	<p>meetings was positive with many commenting that it was nice to see their child so engrossed in research and creating during the weekends in their independent learning books.</p> <ul style="list-style-type: none"> Labelled resources and working walls have helped most pupils become more independent in their learning, according to feedback from staff during staff meetings. Independent areas through the school have provided most pupils with opportunity to extend their learning and provide challenge. 	<p>support with their children's independence.</p> <ul style="list-style-type: none"> Continuation of evolving independent areas, working walls to support the needs to the pupils. Share good practice. Continue to develop independent strategies in Years 2-6 to positively impact pupils' problem-solving skills in mathematical reasoning, as shared by Year 5 teachers who were involved in the NPEP project. Main take aways from Cath Delve's (Educational Consultant) county organised INSET on Independence to be further embedded such as 3 Before Me and consistent whole school approach to independence. During the quad observations from June 2025, some areas to develop were to develop more independent areas to consolidate previous learning and maintain a positive attitude to writing with all pupils by sharing good examples for the newsletters/scooter of the week nominations in assembly/Neges Neis. 	<p>Staff meeting 03.06.25 discussing possible priorities for 2025/26 and progress with current priorities</p> <p>Staff meeting minutes from 29.04.25 discussing priority 4</p> <p>NPEP presentation to teaching staff - Can developing independent learning strategies have a positive impact on the problem-solving skills and mathematical reasoning of Year 5 students in a KS2 classroom?"</p> <p>Quad observation example from Year 6 with a focus on Main focus – to observe extended/emergent writing and see independent areas at work</p>
<p>IA2 – Wellbeing, Care, Support and Guidance</p>	<ul style="list-style-type: none"> Good progress was made in this priority. Participation has certainly improved by 25% in all aspects with a fully booked parenting workshop running over 5 weeks and with good participation in most holiday-based activities. 	<ul style="list-style-type: none"> Continue to share the great opportunities available and continue working closely with Young Carers and TAF to provide opportunities for parents and guardians to attend workshops at 	<p>Regular updates via the weekly newsletter with events arranged by the Family Liaison Officer</p>

<p>SDP 24/25 Priority 2</p> <p>Further develop our role as a Community Focused School ensuring the Family Liaison Officer reaches an increasing number of parents.</p>	<p>Bwyd a Hwyl for summer 2025 was fully booked with a waiting list. Please see report in Evidence column.</p> <ul style="list-style-type: none"> • Plascrug organises at least one community-focused event per term: International Evening, Cawl a Chân, Summer fayre, plus 1 or 2 school tidy ups per term. • Annual walk-and-wheel fortnight organised by Sustrans to boost active travel to school and awareness of the link between active travel and increased wellbeing. Plascrug is the first school in Ceredigion to earn the gold award. • Annual “dress up” days such as odd socks for anti-bullying day, wearing yellow for Mental Health day. • Developing a new relationship with Aberystwyth University to support outdoor learning and wellbeing with Cameron Anderson (3rd year agriculture student) volunteering one day a week. 	<p>The Plas and for the Young Carers of the school to meet regularly.</p> <ul style="list-style-type: none"> • Use the parent channels and PTA/Class representatives to share the information. • Continue to encourage the school community in supporting active travel to increase wellbeing and pupil attainment as well as reduce pollution and traffic issues outside of school. 	<p>Big Walk and Wheel Community Event to travel actively to school 04.04.25</p>  <p>Young carers co-ordinator Bruce and Jamie attended a KS2 assembly – June 6th 2025</p>  <p>Young carers club started with Leusa Jenkins (Family Liaison Officer) on July 11th 2025</p>
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			 <p>Bwyd a Hwyl started on the 24th of July 2025 for the second summer. This year we were fully booked!</p>  <p>Adroddiad Bwyl a Hwyl 2025</p>
<p>IA3 – Leadership and Management</p> <p>Priority 1 - To provide a wide range of opportunities for children to develop</p>	<ul style="list-style-type: none"> • Katy Hoole (AOLE lead for language, literacy and communication) has had opportunities to receive training with Helen Bowen (literacy advisor) and has carried out extended writing monitoring with Tom Trevarthen (part time language advisor from Ceredigion Council) and the vice chair governor (Catrin Edwards) throughout the school. As a result, this has 	<ul style="list-style-type: none"> • Continue to develop good working relationships with language, literacy and communication leads with local T2 schools • Revisit long term plans on an annual basis. • Katy Hoole to attend networking meetings with other AOLE leads which 	<p>AOLE lead for Language, Literacy and Communication met with County advisor 20.05.25</p> <p>A report written by the AOLE lead in Plascrug for Language, Literacy and Communication after collaborating with the AOLE leads</p>

<p>their extended writing skills throughout the curriculum.</p>	<p>played an active role within the school's self-evaluation processes, identifying strengths and areas to develop.</p> <ul style="list-style-type: none"> • KH has also worked collaboratively with AOLE leads from Llwyn yr Eos and St. Padarn's, funded by Ceredigion Council to boost local schools to work together which in turn helped enrich the long-term plans of the 3 schools and enriched her professional development as a co-ordinator. • Rhian Roberts (AOLE lead for Welsh) has attended termly network meeting regarding Welsh transformation in Foundation Learning. She has also met with Anwen Eleri regarding going for the Cymraeg Campus Gold Award in 2026. This has given us a clear strategic timeframe for the year on how best to support staff and pupils. 	<p>has had a positive effect on sharing good practice and supporting each other on looking and adapting long term plans.</p> <ul style="list-style-type: none"> • Rhian to give regular staff meetings on developing Welsh strategies in the classroom, especially with new practitioners in Year 1. Ensure that there is clear progression of skills from year to year and resources in place to extend pupils with their Welsh reading. Continue to support staff on their Welsh learning journey by providing them with training opportunities with Welsh secondments and weekly lessons. • Continue to support Year 1 teachers during and after their two-term secondment and ensure that Year 2 teaching and support staff are support and any courses required are planned strategically. 	<p>from Llwyn yr Eos Primary and St. Padarn's Primary as funded by the Ceredigion Council grant (£400) for school to encourage networking. 30.04.25</p> <p>Cynllun Gweithredu Ysgolion T2 – Datblygu'r Gymraeg Ysgol Plascrug 2023 onwards</p>
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Evaluation of 2024-25 priorities

	<h2>School Development Plan Summary 2025-26</h2>		<p>Last ESTYN Inspection Date - February 2018</p>
<p>School Evaluation - we believe that we at Plascrug are committed to ensuring that our pupils are at the centre of our school community, giving them all available opportunities for them to success and thrive in a safe, nurturing, inspiring and bilingual environment.</p>			
<p style="text-align: center;">2024-25 priorities, progress and the support received</p> <p>Priority 1 - To provide a wide range of opportunities for children to develop their extended writing skills throughout the curriculum.</p> <p>It was clear from the whole school monitoring that there was an increase in opportunities for extended writing and use of scaffolding shared by Helen Bowen, Steven Evans and Katy Hoole were used to support pupils. Use of independent project books has been successful of linking schoolwork to home in Years 3-6. Examples of good extended writing pieces has been used in the weekly newsletter to celebrate with the school community. Support received by Catrin Edwards (vice chair in Plascrug governing body), Tom Trevarthen (County advisor), Helen Bowen (literacy consultant) and collaborative working with Steven Evans from St. Padarn's and Donna Fitches from Llwyn yr Eos primary school.</p> <p>Priority 2 - Further develop our role as a Community Focused School ensuring the Family Liaison Officer reaches an increasing number of parents.</p> <p>Participation has certainly improved by 25% in all aspects with a fully booked parenting workshop running over 5 weeks and with good participation in most holiday-based activities. Bwyd a Hwyl for summer 2025 was full booked with a waiting list. Support received by Gareth Lewis (Ceredigion Council) and Nerys Jones (Team around the Family)</p> <p>Priority 3 - To ensure the transition to teaching through the medium of Welsh in the nursery goes smoothly and provide a wide range of opportunities for pupils throughout the school to develop their oracy skills.</p> <p>Whole school monitoring on Welsh Oracy in Ymweliad 2 clearly showed good progress in children's confidence and speaking Welsh. Wythnosau trochi have had a good impact on teachers/staff confidence in delivering cross curricular lessons through the medium of Welsh. Staff have benefitted from Welsh courses such as Katy Hoole on her part time, level uwch sabbatical and 4 members of staff attending a 5 day long Welsh course in Nant Gwrtheyrn. Welsh courses for parents/guardians are well attended. Supported by Ulnos Jones, Menna Sweeney, Menna Jones (school support officer/learning officers), Rhianon Taylor from Dysgu Cymraeg and Anwen Eleri from Cefnogi Cymraeg mewn ysgolion.</p> <p>Priority 4 - To develop pupils' independent learning skills both when working on their own or as part of a group.</p> <p>Independent books did increase motivation for pupils in Year 3-6 Labelled resources and working walls have helped pupils become more independent, according to feedback from staff. Independent areas throughout the school have provided pupils will opportunity to extend their learning and provide challenge. Support from Aled Rumble (Curriculum for Wales co-ordinator in Ceredigion Council) and Cath Delve (Education consultant)</p>	<p style="text-align: center;">2025-26 priorities, action plan and support required</p> <p>Priority 1 - To ensure the transition to teaching through the medium of Welsh in Derbyn goes smoothly as well as continue to support pupils, staff and families in Meithrin and derbyn and provide a wide range of opportunities for pupils throughout the school to develop their Welsh oracy and reading skills.</p> <ul style="list-style-type: none"> • Provide Welsh courses for parents/guardians • Support staff in Meithrin and Derbyn by releasing them to attend network meetings and welcome Welsh advisors in to team teach with them. • Invest in Welsh resources, particularly Welsh reading books to provide progression and extension. • Support families by hosting workshops supported by Ceredigion County Welsh advisors <p>Support needed by Welsh advisory team at Ceredigion Council, Rhianon Taylor and Anwen Eleri.</p> <p>Priority 2 - To effectively assess and monitor pupils with English as an Additional Language (EAL), and to support their multilingual development, ensuring they are able to flourish both academically and emotionally within a nurturing and inclusive educational environment.</p> <ul style="list-style-type: none"> • Create new EAL policy • Use Bell Foundation template to track and assess all EAL pupils • Create Action Plan with support from the EAL Project Pilot • Provide staff with clear guidelines and resources on how best to support EAL pupils in the classroom • Start a culture club to celebrate diversity in the school <p>Support needed by Elen Davies (School support advisor at Ceredigion Council), Rhianon Evans (EAL school support) and Carole Price (Ceredigion County Language, Literacy and communication advisor)</p> <p>Blaenoriaeth 3 - To promote pupils' strategic competence (and logical reasoning skills), in order to improve their confidence, competence and independence in solving real-life mathematical problems.</p> <ul style="list-style-type: none"> • Support all teaching staff on various strategies to support pupils with their reasoning skills by providing training from the numeracy advisor from Ceredigion Council • Provide parents/guardians with supportive materials and advice on how to support their child develop good reasoning skills • Invest in resources to support pupils in the classroom to develop their problem solving and reasoning skills. • Further invest in training and resources from White Rose Maths <p>Support needed by Lwisi Harries (Ceredigion numeracy advisor) and White Rose Maths consultancy</p>	<p style="text-align: center;">Strengths</p> <p>Dedicated staff that are willing to go above and beyond to offer a wide range of rich learning experiences for our pupils in and out of the classroom.</p> <p>Strong school community and an active and supportive PTA.</p> <p>Strong Welsh ethos in the school, committed to raising standards in Welsh throughout the school as well as support parents/guardians on their Welsh journey.</p> <p>Clear long term plans, that are reviewed regularly for language, literacy and communication to support staff in delivering engaging and rich lessons to get pupils excited and enthused about reading and writing.</p> <p style="text-align: center;">Areas to Develop</p> <p>Continue to focus on the literacy and numeracy skills of all pupils with monitoring, training and investment in quality resources.</p> <p>To make good progress in pupils' spelling and handwriting with a consistent approach.</p> <p>Have an action plan to support staff, EAL pupils and their families to ensure good progress in English and Welsh.</p>	

Three year Strategic Priorities (High level) 2025-2028

High level priority	Ysgol Plascrug's three-year journey:			Lead Staff
Estyn Inspection Areas	2025-26	2026-27	2027-28	
<p>IA1: Teaching and Learning</p> <p>Ensure high-quality teaching and learning through a coherent, ambitious, and inclusive curriculum that meets the needs of all learners, promotes progression, and reflects the principles of the Curriculum for Wales.</p>	<p>SDP Priority 1: To ensure the transition to teaching through the medium of Welsh in <i>Derbyn</i> goes smoothly as well as continue to support pupils, staff and families in <i>Meithrin</i> and provide a wide range of opportunities for pupils throughout the school to develop their Welsh oracy and reading skills.</p>	<p>Strengthen the transition to Welsh-medium education in <i>Blwyddyn 1</i> by continuing targeted support for pupils, staff, and families in <i>Meithrin</i> and <i>Derbyn</i>, while developing inclusive, school-wide opportunities to enhance Welsh oracy and reading, fostering pupils' confidence and fluency.</p>	<p>Provide robust and sustained support for pupils, staff, and families across <i>Meithrin</i>, <i>Derbyn</i>, and <i>Blwyddyn 1</i> to strengthen the transition to Welsh-medium education in <i>Blwyddyn 2</i>. Continue embedding inclusive, school-wide opportunities to enhance Welsh oracy and reading, fostering pupils' confidence, fluency, and linguistic identity.</p>	<p>Rhian Roberts (TLR for Welsh) Osian Wyn (AOLE lead for Health and Well Being) Bryn Shepherd (Deputy)</p>
	<p>SDP Priority 2: To effectively assess and monitor pupils with English as an Additional Language (EAL), and to support their multilingual development, ensuring they can flourish both academically and emotionally within a nurturing and inclusive educational environment.</p>	<p>Implement the Bell Foundation EAL Assessment Framework to accurately assess pupils' language proficiency across all domains, providing a clear picture of individual strengths and areas for development. Use assessment outcomes to plan and deliver personalised, targeted provision that supports progression across all areas of language acquisition, ensuring learners thrive academically and emotionally.</p>	<p>Design targeted reading opportunities using culturally relevant and linguistically accessible texts to support language acquisition and comprehension. Pair these with extended writing tasks that encourage EAL pupils to express ideas, reflect on their learning, and build academic language, with scaffolding and feedback tailored to their individual language development needs.</p>	<p>Noha Haroun (EAL Coordinator), Carol Macy, Pri Shukla and Wafa Binbarek</p>
	<p>SDP Priority 3: To promote pupils' strategic competence and logical reasoning skills, in order to improve their confidence, competence and independence in solving real-life mathematical problems.</p>	<p>Ensure high-quality teaching and learning in mathematics and numeracy that is rooted in real-life contexts, enabling learners to develop meaningful skills through</p>	<p>Design and implement rich, real-life mathematical tasks that explicitly require strategic thinking and logical reasoning, ensuring opportunities for pupils to reflect</p>	<p>Tanya Evans (AOLE lead for Mathematics and</p>

		engaging, relevant, and purposeful experiences across the curriculum.	on their problem-solving approaches and articulate their reasoning independently.	Numeracy) and Bryn Shepherd (Deputy)
<p>IA2: Well-being, Care, Support and Guidance</p> <p>Promote a whole-school culture of well-being by ensuring effective care, support, and guidance systems that nurture pupils’ emotional, social, and physical development, enabling all learners to feel safe, valued, and ready to thrive.</p>	Pupils in Years 2 to 6 to complete the PASS survey to support a deeper understanding of their emotional wellbeing and attitudes to learning.	Pupils in Years 2-6 to carry out PASS survey in autumn term survey to support a deeper understanding of their emotional wellbeing and attitudes to learning. Analyse data with ELSA and Health and Well Being Co-ordinator, creating a plan for Talk about assessments, Boxall and ELSA Support. Compare results with the previous year’s results.	Pupils in Years 2-6 to carry out PASS survey in autumn term survey to support a deeper understanding of their emotional wellbeing and attitudes to learning. Analyse data with ELSA and Health and Well Being Co-ordinator, creating a plan for Talk about assessments, Boxall and ELSA Support. Compare results with the previous year’s results.	Carol Macy, Nia Ellis (Health and Well Being AOLE lead) and Ffion Davies/Mair Hopson (ELSA)
	Begin to implement a consistent whole-school approach to delivering strategies that develop relational practice, aligned with the principles of the ‘When the Adults Change’ programme	Continue to embed a whole-school approach to delivering strategies that develop relational practice, aligned with the principles of the ‘When the Adults Change’ programme	Ensure that that a whole-school approach to delivering strategies that develop relational practice, aligned with the principles of the ‘When the Adults Change’ programme is fully embedded.	Carol Macy (Headteacher), Bryn Shepherd (Deputy) and all staff
	Training by Climate 180 and Learning through Landscapes. Enhance pupils’ independent learning through the development of the outdoor area. This will provide more opportunities for pupils to learn in an outdoor setting.	Continue to develop and plan the use of forest schools’ principles to support pupils’ education outdoors to support with developing positive well-being and independent learning. Apply for grants with support from the PTA for a bespoke outdoor classroom.	Learner voice is embedded as a vital component of inclusive decision-making, and with purposeful opportunities to develop skills through well-planned provision in outdoor learning area. Fully utilise the outdoor classroom for all pupils as well as community groups during holidays such as Brownies, Aber Dads and Forest Schools club.	Adam Lewis (AOLE Humanities and Eco Schools co-ordinator), Bryn Shepherd, Jo Jordan (PTA member and parent governor) and Catherine Moyle)

<p>IA3: Leadership and Management</p> <p>Strengthen leadership at all levels to foster a collaborative, inclusive culture of continuous improvement, where the school thrives as a learning organisation focused on equity and excellence.</p>	<p>Further develop the role of coordinators role as part of the strategic planning of the school’s priorities, to include an ongoing role within the improvement and evaluation processes.</p> <p>School to school collaboration with another school with a reasoning priority to develop numeracy strategies in reasoning tasks used in school as well analyse the impact of the mathematic and numeracy plans on teaching and learning.</p> <p>School to school collaboration to give reception teachers from 3 local schools the opportunity to observe and learn from one another as they teach through the medium of Welsh for the first time.</p> <p>Science and Technology AOLE lead to work with Ceredigion Council science advisor to look at the new Karen Mills science plan and carry out a book appreciation and SOW audit.</p> <p>Deputy headteacher and AOLE lead for Health and Well Being to attend a senior leadership course. Bryn Shepherd and Osian Wyn to participate in the NPEP project with a focus on Welsh reading.</p>	<p>Monitor impact of training on pupil’s confidence and competence in reasoning by looking at books, listening to learners and analysing Personal Assessment results.</p> <p>School to school collaboration to give Year 1 teachers from 3 local schools the opportunity to observe and learn from one another as they teach through the medium of Welsh for the first time.</p> <p>Monitor, train and support use of science investigations and experiments across the school. Review the current long-term plan and carry out a resource audit. Work with another school who has science as a priority to share good practice</p> <p>Ensure that all teaching and support staff are offered opportunities to attend middle level leadership, senior leader, NPQH and HLTA.</p> <p>Encourage involvement in the NPEP project to enhance our involvement in action research.</p>	<p>Monitor impact of training on pupil’s confidence and competence in reasoning by looking at books, listening to learners and analysing Personal Assessment results. Review long term plan and White Rose maths Scheme of Work.</p> <p>School to school collaboration to give Year 2 teachers from 3 local schools the opportunity to observe and learn from one another as they teach through the medium of Welsh for the first time.</p> <p>Monitor, train and support use of science investigations and experiments across the school. Review the current long-term plan and carry out a resource audit.</p> <p>Ensure that all teaching and support staff are offered opportunities to attend middle level leadership, senior leaders, NPQH and HLTA.</p> <p>Encourage involvement in the NPEP project to enhance our involvement in action research.</p>	<p>Noha Haroun</p> <p>Tanya Evans, Bryn Shepherd and Steffan Davies (AOLE lead and Deputy in Llwyn yr Eos)</p> <p>Anna Rose Bates, Bryn Shepherd</p> <p>Katy Hoole</p>
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2025-26 Priorities

Priority 1		Ensure a smooth transition to teaching through the medium of Welsh in Derbyn, while continuing to support pupils, staff and families in the Meithrin. Provide a wide range of opportunities across the school to develop pupils' Welsh oracy and reading skills.	Staff who will lead / monitor
Justification for the priority?	<i>(Note the outputs of the school self-evaluation process / national priority etc.)</i>	The school is transitioning to be a Welsh medium learning establishment with the implementation of the Welsh language in Meithrin and Derbyn in the 2025/26 Academic Year. We aim to ensure that all pupils are bilingual by leaving the school whilst contributing towards the target of reaching a million Welsh speakers by 2050.	Rhian Roberts Bryn Shepherd Kerry Ferguson (Gov)
Success criteria?	<i>(Note the expected impact on learners, staff or wider community)</i>	<ul style="list-style-type: none"> • All staff have received appropriate training in the Welsh language to improve the standard of Welsh in the classroom environment. • All Meithrin and Derbyn staff are confident in their spoken Welsh, and knowledgeable in their teaching and learning. • All pupils in the Meithrin and Derbyn will have sufficient understanding, and most will be able to converse or use the Welsh language in everyday life. • The parents will also develop their confidence whilst conversing in basic everyday Welsh during school activities. • All Plascrug community enjoy using the Welsh language and are confident in using incidental Welsh on a daily basis. 	
Arrangements for monitoring and measuring progress?	<i>(Who, when and how will the priority be monitored [note the exact quality assurance processes])</i>	<p>Book appreciation in KS2 looking at Welsh oracy tasks. (Rhian, Bryn + Governor) (Tymor yr Hydref – ail hanner tymor)</p> <p>Similar process in the FPH looking at various activities recorded on See-saw. (Autumn term – second half term)</p> <p>Ymweliad 2 – focus on Welsh reading levels (Challenge advisor, Rhian, Bryn + Governor)</p> <ul style="list-style-type: none"> - Book appreciation - Learning Walk - conversations with pupils. <p>(Spring term)</p> <p>Learning Walk and discussion with pupils on their Welsh reading books and activities. (Summer term)</p>	

<p>Resources and finance?</p>	<p><i>(Which resources (human or physical) are needed to fulfil the priority? What finance, and from which source?)</i></p>	<ul style="list-style-type: none"> • Time to release Rhian (arweinydd Cymraeg) from the classroom in order to fulfil the monitoring process. • Llinos Jones (Athrawes cefnogi'r Gymraeg) to come in to speak to Meithrin and Derbyn parents about the Welsh language and provide resources for parents to use with their children at home. • Grant addysgu rhieni a gwirfoddolwyr (Prifysgol Aberystwyth) - Rhiannon Taylor to continue Welsh lessons for parents and to encourage parents to attend these lessons either in person or online. • Equity in Education (Community Focused Schools) grant used effectively to utilise Leusa (family liaison officer) to support RADY and FSM pupils with the transition to the Welsh language by providing individual tailored support resources and information. • Cyllid ysgol £1000 - to improve the selection of Welsh reading books on offer in the school – in both the Foundation Phase and in Key Stage 2. • Ad-daliad o'r ALL - Continue with the Darllen Co licence, which will give pupils opportunities to read bilingual books at home or on school on the programme. • Ariannu gan Dîm Cefnogi'r Gymraeg - to continue with the use of the 'Falala' programme throughout the school. • Cyllid ysgol (£4K) + grant Dysgu Cymraeg (WG) - employ two full time teachers on a two-term contract to cover the sabbatical leave of current Year 1 teachers Keira Sayer and Nicky Thomas. • Tim Cefnogi'r Gymraeg to support teachers and support staff in Meithrin and Derbyn as well as Year 2 teachers in delivering lessons in Welsh, supporting them with their plans as well as boost oracy skills of pupils in small groups – cyfwerth â 1.5 diwrnod yr wythnos. 	
<p>Actions</p>		<p>Who is implementing?</p>	<p>By when?</p>
<p><i>(chronologically if practically possible)</i></p>		<p><i>(note name(s))</i></p>	<p><i>(month/year)</i></p>
<p>Year 1 staff – Kiera Sayer a Nicky Thomas to attend Welsh sabbatical for two terms to ensure their confidence and ability to teach through the medium of Welsh next year (2026/2027).</p>		<p>Carol Macy Kiera Sayer Nicky Thomas</p>	<p>Two Term Secondment (September-April).</p>
<p>Regular updates in the newsletter and social media to share opportunities for parents/guardians to promote and join Welsh classes with Rhiannon Taylor in school or online.</p>		<p>Bryn Shepherd Carol Macy Rhiannon Taylor</p>	<p>September and on a weekly basis</p>

Mared Llwyd from Tim Cefnogi'r Cymraeg to offer support in planning and delivering Welsh lessons, planning and sharing good practice to teachers and support staff in meithrin, derbyn and blwyddyn 2.	Mared Llwyd	Throughout the Autumn Term
Llinos Jones (Athrawes Cefnogi'r Gymraeg) to meet with Meithrin and Derbyn parents to discuss the Welsh language transition and support that is available to them. Llinos to share resources with parents. Plascrug to encourage parents to attend this meeting.	Llinos Jones Carol Macy Bryn Shepherd Rhian Roberts	October 2025
Rhian Roberts (cydlynnydd Cymraeg) to carry out a book appreciation, listen to learners, reading records and look at SeeSaw to find a baseline on where we are with our Welsh reading so that strengths and areas of for improvement can be identified.	Rhian Roberts	17.10.25
Analyse questionnaire results from Cymraeg Campus pupil questionnaire to triangulate data.	Rhian Roberts	See Monitoring document 2025/26
Welsh co-ordinator to plan professional learning opportunities for support and investment in resources and training be planned and implemented in a strategic way as a result of quality assurance monitoring.	Rhian Roberts	Throughout the Autumn Term
Llinos Jones to meet with Rhian Roberts and Carol Macy to update the Cynllun Gweithredu'r Gymraeg Plascrug in order to plan strategically for the academic year regarding training and support opportunities in delivering the curriculum through the medium of Welsh.	Llinos Jones Rhian Roberts Carol Macy	04.11.25
Staff training on Welsh resources available in School – Darllen Co, Ffalala, Matiau Darllen a Deall, Disgriblo, Llyfrau Darllen, apiau a gwefanau Cymraeg, Tric a Chlic, Y Daith Ddarllen in order to support teaching staff with delivering rich opportunities for our pupils to learn and make good progress in Welsh.	Rhian Roberts Bryn Shepherd	04.11.25
Book appreciation / See Saw – looking at Welsh oracy tasks via videos and QR codes in order to identify early impact of professional learning.	Rhian Roberts Bryn Shepherd Governor	Autumn Term (after half term)

Ysgol Plascrug

School Development Plan 2025-26

Leusa to work with RADY and FSM parents to support transitioning to the Welsh language in Meithrin and Derbyn and support parents and pupils with Welsh reading at home. (symud e lan)	Leusa Jenkins Rhian Robers	Spring term
Book appreciation, learning walks and conversations with pupils focusing on Welsh reading (Ymweliad 2) to measure the impact of the training and investment in Welsh reading books and digital apps on pupils' progress in Welsh reading. Feedback to all staff and governing body on the progress of the quality assurance.	Rhian Roberts Bryn Shepherd Governor Challenge Advisor	Spring Term
Learning Walk and discussion with pupils on their Welsh reading books and activities (Comprehension skills – Darllen a Deall) to measure if good progress has been made across the academic year. Feedback to celebrate success and good progress and any areas for further development.	Rhian Roberts Bryn Shepherd Governor	Summer Term

Termly Monitoring and Evaluation Record

Progress Review 1 (Spring Term –align with Governor meeting date)

Progress made in line with expectations up to the review period

What has been implemented by this point and what is the early impact of the actions that have been completed?
Is there an improvement to be seen in Pupil standards / quality of provision / relevant data?

Date:

Final Review Meeting (Summer Term – align with Governor meeting date)

<i>Giving consideration to the success criteria, the expected impact and monitoring process outputs, note to what extent you have fulfilled this priority?</i>	
What impact has there been on pupil standards as a result of the implementation?	
<i>Is there any useful information to share with other schools/the wider community?</i>	<i>Are there any other aspects that need further work?</i>
Successes / Methods to overcome challenges	What has not had the desired impact? What needs further work / development and why?

Priority 2		To effectively assess and monitor pupils with English as an Additional Language (EAL), and to support their multilingual development, ensuring they are able to flourish both academically and emotionally within a nurturing and inclusive educational environment.	Staff who will lead / monitor
Justification for the priority?	<i>(Note the outputs of the school self-evaluation process / national priority etc.)</i>	The current number of EAL pupils in the school is 139 which equates to 33% of the pupil population with nearly 40 different languages spoken at home. Number of EAL pupils have increased once again over the past two years, mainly due to large numbers of care sector workers moving to the area from abroad. An EAL pilot project has been launched by Ceredigion Council in 2025-26 to develop the role of the co-ordinator.	<p>Noha Haroun (EAL co-ordinator) Carol Macy Bryn Shepherd Governor</p> <p>Nia Ellis/Carol Macy/Noha Haroun</p>
Success criteria?	<i>(Note the expected impact on learners, staff or wider community)</i>	<ul style="list-style-type: none"> • All Stage A and B EAL pupils are tracked effectively through the use of the Bell Foundation tracking tool, and the information that is collated will be used purposefully to inform the planning process when teachers are delivering provision. • All staff in KS2 are proficient in their knowledge and understanding of the Bell Foundation tracking tool and subsequent resources. • The role of the coordinator is fully utilised to support and advise colleagues, and the wider school community to facilitate full inclusion into everyday school life. • PASS survey is used successfully to identify EAL pupils (including FSM and RADY) in Years 2-6 who have a low perceived learning capability and attitudes to school, and informs next steps to support their needs effectively, i.e. Talkabout assessments and Boxall Profiles. As a result of targeted intervention, most of the targeted EAL pupils make good progress in line with the PASS success criteria. • EAL families are supported during whole school events with access to resources and translation. Home/school collaboration supports families and ensures that they best equipped to help support their children’s learning. • All EAL pupils and their families feel included and celebrated as part of the whole school community. 	
Arrangements for monitoring and measuring progress?	<i>(Who, when and how will the priority be monitored [note the exact quality assurance processes])</i>	<ul style="list-style-type: none"> • Book appreciation and listening to learners in Autumn 2025 and Summer term 2026 with EAL lead in Plascrug, SMT and governor. • PASS survey results – Autumn 2025 	

Ysgol Plascrug
School Development Plan 2025-26

		<ul style="list-style-type: none"> • Quad observations with focus on EAL provision/support and pupil engagement in the classroom (November 2025) • EAL coordinator invested in the LA's EAL Pilot Project (May 2025 – March 2026) 	
Resources and finance?	<i>(Which resources (human or physical) are needed to fulfil the priority? What finance, and from which source?)</i>	<ul style="list-style-type: none"> • PASS Survey - £3.50 per pupil • Funding obtained from Ceredigion County Council as part of the EAL pilot to be used to release the EAL co-ordinator to undertake the EAL pilot project (3.5 days) 	
Actions		Who is implementing?	By when?
<i>(chronologically if practically possible)</i>		<i>(note name(s))</i>	<i>(month/year)</i>
Update the EAL policy for Plascrug, involving the stakeholders to ensure a clear whole school approach and an inclusive community.		Noha Haroun (EAL co-ordinator)	September 2025
EAL policy to be shared in the curriculum and policy sub-committee meeting for scrutiny and approval.		Carol Macy / sub-committee members	3/11/2025
Introduce the EAL pilot scheme to the whole school during an INSET day to present the Bell Foundation tracking tool targeted for Stage A and B EAL pupils in KS2 so that staff gain full understanding on how to assess, access and implement the resources signposted from the tracking tool.		Noha Haroun (EAL co-ordinator)	2/9/2025
Analyse the EAL staff questionnaire that was created and circulated at the end of the Summer term to set a baseline of their understanding and confidence of how best to support the EAL pupils within the classroom.		Noha Haroun (EAL co-ordinator)	September 2025
Draw up and action plan using the collated information which includes SMART targets, timeframe and responsibilities to ensure robust and strategic planning for the year.		Noha Haroun (EAL co-ordinator)	September 2025
Conduct the PASS survey and analyse results for EAL pupils in Years 2–6. Use findings to identify pupils needing emotional or academic support. Plan targeted interventions such as Talkabout, ELSA access, academic boosters, or Boxall assessments. Ensure the EAL coordinator, and support staff actively support A/B pupils during assessments to guarantee accuracy and appropriate scaffolding.		Carol Macy / Nia Ellis / Noha Haroun / Yr2 – 6 class teachers	WB 22 nd of September

EAL co-ordinator to attend Meet the Teacher to showcase EAL and Welsh language support tools. Provide a drop-in space for parents/guardians to explore resources like Giglets, Nessy, and Polyino.	Noha Haroun	16 + 18 September 2025 Meet the teacher
Launch a lunchtime EAL Language Club for Years 4–6. Create a safe, structured space where EAL pupils practise speaking English through games, conversation, and collaborative activities. Focus on building confidence, vocabulary, and peer relationships to support both language acquisition and social integration.	Noha Haroun Wafa Bin Barek Pri Shukla	WB 22 nd of September during Thursday lunchtimes
EAL co-ordinator to attend the EAL pilot project support meetings, EAL networks, drop-in sessions and professional development training (e.g. The Bell Foundation and ILT Education) to build capacity and be fully informed on how best to support the school in their EAL learning journey.	Noha Haroun (EAL co-ordinator)	September – March 07.10.25 – Project support visit (see monitoring document 25/26)
Share a poster with QR codes linking to each digital platform and include it in the school newsletter for parents and guardians to promote home engagement and language development.	Carol Macy	2/10/25
Hold an international evening as a flagship annual community event to celebrate diversity and inclusion within Plascrug Community School.	Adam Lewis (AoLE for Humanities)	23/10/25
Develop and distribute a tailored EAL support pack for KS2 A/B pupils. Include classroom strategies, visual aids, and pupil-specific online resources aligned to their needs and interests to ensure effective provision and differentiation.	Noha Haroun	November 2025
Ensure class teachers receive clear guidance on how to use the support pack for KS2 A/B pupils and integrate tools to support early English acquisition.	Noha Haroun / KS2 class teachers	November 2025
EAL co-ordinator to attend the Progress Meetings to offer support with EAL and Welsh language support tools. Provide a drop-in space for parents/guardians to explore resources like Giglets, Nessy, and Polyino.	Noha Haroun	18 + 20 November 2025
Establish an after-school Culture Club to celebrate language, heritage, and diversity across the school. Engage pupils, families, and staff in shared activities that showcase cultural traditions, stories, and languages. Use the club to build	Noha Haroun Wafa Bin Barek Pri Shukla	Spring Term 2025/6

momentum and raise the profile of the annual International Evening as a flagship community event.		
Ensure all RADY and FSM EAL pupils receive coordinated support at school and home. The EAL Coordinator and Family Liaison Officer will work together to provide access to the EAL Language Club, Culture Club, and tailored home learning materials. Support will be proactive, consistent, and responsive to individual pupil needs.	Noha Haroun Wafa Bin Barek Pri Shukla Leusa Jenkins	Spring Term 2025/6
EAL coordinator to present the school's journey to date, whilst implementing the school's EAL pilot project, with a focus on measuring the impact of the strategies, assessment procedures and professional development undertaken as a whole school approach.	Noha Haroun	March 2026

Termly Monitoring and Evaluation Record

Progress Review 1 (Spring Term –align with Governor meeting date)

Progress made in line with expectations up to the review period

What has been implemented by this point and what is the early impact of the actions that have been completed?
Is there an improvement to be seen in Pupil standards / quality of provision / relevant data?

Date:

<i>Giving consideration to the success criteria, the expected impact and monitoring process outputs, note to what extent you have fulfilled this priority?</i>	
What impact has there been on pupil standards as a result of the implementation?	
<i>Is there any useful information to share with other schools/the wider community?</i>	<i>Are there any other aspects that need further work?</i>
Successes / Methods to overcome challenges	What has not had the desired impact? What needs further work / development and why?

Priority 3		To promote pupils' strategic competence and logical reasoning skills, in order to improve their confidence, competence and independence in solving real-life mathematical problems.	Staff who will lead / monitor
Justification for the priority?	<i>(Note the outputs of the school self-evaluation process / national priority etc.)</i>	Personalised Assessment results show a lower percentage of pupils attain above average marks in the reasoning test compared to the procedural maths test. Following teachers training during an INSET in March 2023 and then Personalised Assessment results for reasoning in May 2023, the strategies used and embedded by teachers is a little slower than expected when developing problem solving within the classrooms.	Tanya Evans Bryn Shepherd Catrin Edwards (Gov)
Success criteria?	<i>(Note the expected impact on learners, staff or wider community)</i>	<ul style="list-style-type: none"> Following training from Liwsi Harries, all staff have developed their confidence in delivering problem solving aspects of their maths lessons, whether through questioning pupils, using practical elements or different strategies such as the ABC model or the bar model. All pupils will have improved confidence and understanding whilst solving mathematical problems. As a result, a higher percentage of pupils will attain an above average mark in their reasoning personalised assessments in the summer term. 	
Arrangements for monitoring and measuring progress?	<i>(Who, when and how will the priority be monitored [note the exact quality assurance processes])</i>	Liwsi Harries (Senior Advisory Teacher for Mathematics and Numeracy with Ceredigion Council), Tanya Evans (Maths co-ordinator) and Bryn Shepherd (Deputy Headteacher) + Catrin Edwards will be carrying out a learning walk, book appreciation and talking to pupils to monitor the impact of the twilight training on the week commencing the 9th of February 2026.	
Resources and finance?	<i>(Which resources (human or physical) are needed to fulfil the priority? What finance, and from which source?)</i>	<ul style="list-style-type: none"> £250 - to release Tanya Evans from her teaching duty to analyse the data from the Personalised Assessments with Liwsi Harries on 23rd of October. £250 - to release Tanya Evans to participate and lead the monitoring procedures. Continue with the subscription of White Rose Maths throughout the school – including a new subscription of Year 8 version for MAT pupils in years 5 and 6. 	
Actions		Who is implementing?	By when?
<i>(chronologically if practically possible)</i>		<i>(note name(s))</i>	<i>(month/year)</i>

Developing learner's strategic confidence by organising a twilight session run by the mathematics and numeracy advisor for Ceredigion Council for all staff in Foundation Learning to ensure that they are confident in delivering appropriate level of challenge in their lessons.	Liwsi Harries (Senior Advisory Teacher for Mathematics and Numeracy)	25.09.26
Developing learner's strategic confidence by organising a twilight session run by the mathematics and numeracy advisor for Ceredigion Council for all staff in KS2 to ensure that they are confident in delivering appropriate level of challenge in their lessons.	Liwsi Harries (Senior Advisory Teacher for Mathematics and Numeracy)	01.10.25
Bryn and Tanya to feedback to staff in staff meeting and implement a plan to develop the priority throughout the year.	Tanya Evans (Mathematics and Numeracy AOLE lead) and Bryn Shepherd (Deputy Headteacher)	07.10.25
Give sufficient time for teachers to explore strategies within their classrooms. Co-ordinator to support colleagues during this stage to ensure that they focus on either ABC model or bar models in their teaching and learning.	All teachers Tanya Evans (Mathematics and Numeracy AOLE lead) and Bryn Shepherd (Deputy Headteacher)	Autumn term
Personalised Assessments window for all pupils in Years 2-6	Year 2 – 6 staff	13 th – 25 th of October
Liwsi and Tanya to analyse data and group reports from the Personalised Assessment to see where our pupils are in comparison to the Welsh average. Report to be collated by advisor and Tanya to be reported back to all teaching staff in Years 2-6 with examples for each year group based on the data analysed.	Liwsi Harries a Tanya Evans	22.10.25 04.11.25 – Report to teaching staff in staff meeting (see monitoring document 25/26)
Questionnaire to pupils – how they feel about maths problem solving in order to provide a baseline for the AOLE lead. Results to be analysed and collated and fed back to	Bryn and Tanya	Autumn term

<p>staff to support with their planning of reasoning/problem solving.</p>		
<p>During a staff meeting, all teaching staff to bring a good example of work to carry out a book appreciation showing what they have implemented since the training with Liwsi Harries (bar modelling/ABC) in order for them to share good practice and discuss possible challenges when planning and delivering problem solving opportunities in numeracy lessons and in cross curricular activities. AOLE lead to collate good examples from across the age range and collate a report to share good examples and areas to develop that support all teaching staff when planning and delivering numeracy lessons.</p>	<p>All staff</p>	<p>13th of January</p>
<p>Learning walk, book appreciation and listening to learners to be carried out the Liwsi, Tanya and Bryn across the school to focus an aspect of problem solving as chosen by each year group in the autumn term – ABC model or bar models in their teaching and learning. Collate information from the quality assurance and report back to staff with main findings and areas for improvement.</p>	<p>Liwsi Harries, Tanya, Bryn and governor</p>	<p>Week of 9th of Feb</p>
<p>Another questionnaire to pupils to find out how they feel about maths problem solving in order to provide a progress update for the AOLE lead. Results to be analysed and collated and compared with the previous questionnaire and fed back to staff to support with their planning of reasoning/problem solving.</p>	<p>Bryn and Tanya</p>	<p>Summer term</p>
<p>Analyse personalised assessments in reasoning from Years 2-6 and compare with autumn term's results in order to discover if there has been any impact and improvement due</p>	<p>Liwsi Harries and Tanya Evans</p>	<p>Summer term</p>

to the implementation of the training, focus on problem solving in numeracy and across the curriculum in teaching and learning and from findings from quality assurance.		
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Termly Monitoring and Evaluation Record

Progress Review 1 (Spring Term –align with Governor meeting date)	
<i>Progress made in line with expectations up to the review period</i>	
<p>What has been implemented by this point and what is the early impact of the actions that have been completed? Is there an improvement to be seen in Pupil standards / quality of provision / relevant data?</p>	
Date:	

Final Review Meeting (Summer Term – align with Governor meeting date)

<i>Giving consideration to the success criteria, the expected impact and monitoring process outputs, note to what extent you have fulfilled this priority?</i>	
<p>What impact has there been on pupil standards as a result of the implementation?</p>	
<i>Is there any useful information to share with other schools/the wider community?</i>	<i>Are there any other aspects that need further work?</i>
<p>Successes / Methods to overcome challenges</p>	<p>What has not had the desired impact? What needs further work / development and why?</p>

Estyn Post-inspection Action Plan

Date of Last Inspection:	February 2018	Link to Last Estyn Inspection Report:	Report
Recommendations		Progress since last inspection	
<p>R1 Develop the strategic role of the governing body in the whole-school self-evaluation process</p>		<p>2017-18 – Summer Term ERW report Area for Development - Further develop the role of the Governing body in quality assurance procedures – enhancing their participation. (Learning walks, portfolios, Meeting with leaders of learning) Progress: Strong The school has continued to develop to focus on developing the role of the Governing body. Since the Autumn term visit the Chair has met all leaders of learning. Some Governors have participated in a learning walk. Following the recent Estyn inspection a further action plan will be developed as this was the only recommendation for the school following inspection.</p> <p>2018-19 – Summer Term ERW report Area for Development - Further develop the role of the Governing body in quality assurance procedures – enhancing their participation. (Learning walks, portfolios, Meeting with leaders of learning) Progress on 30.11.2018: Strong The school have actively worked to develop this area during the year, and the actions reviewed following the implementation of the post Estyn action plan in March 2018. The Chair of Governors met with all leaders of learning to analyse data, discuss provision and scrutinise action plans and reported back to the full GB. Data evenings were also held to ensure all members had a good understanding of the school performance and contributed to identifying priorities for school improvement. Learning walks also took place to observe independent learning within the classrooms. Link Governors also held meetings with Leaders of Learning to discuss provision for example SEN. There has also been an ICT and Numeracy evening to see how the subjects are developed throughout the school. This included pupils talking about their learning and how skills are developed. However, it is unfortunate that attendance of governors at events have been variable. The times of meetings will be further reviewed and actioned by the SMT. Progress on 04.06.2019: Satisfactory The school continue to actively encourage governor participation, however governor attendance at meetings varies. The school council provided an informative presentation on the life of the school to governors during a meeting. The Chair of Governors has attended several activities these include meeting curriculum leaders and review of monitoring reports; this has been a valuable opportunity to gain further understanding of the curriculum and progress on priorities. A learning walk has been arranged for all Governors during the summer term.</p>	

	<p>2019-20 – Summer Term ERW report</p> <p>Area for Development - Further develop the role of the Governing body in quality assurance procedures – enhancing their participation. (Learning walks, portfolios, Meeting with leaders of learning)</p> <p>Progress on 25.11.2019: Satisfactory</p> <p>The school has continually tried to actively encourage governor participation in school quality assurance procedures, and curriculum areas, however attendance varies. During the meeting in the Autumn term Governors were able to keep abreast with developments in ICT and especially coding within the school. The chair of governors has also been part of the monitoring process looking at the quality of feedback in pupils’ books and gained further understanding of the school’s monitoring procedures. The new headteacher will continue to action this priority, implementing a timetable for Governors to meet leaders of learning.</p> <p>2020-21 Ymweliad 2 report:</p> <p>This term the school has conducted 1 book scrutiny which included the Chair of governors. The governing body receive regular up-dates and have completed the Welsh Governments’ Eliesha training. The ‘Role of the ALNCo’ PowerPoint will be presented during the next governors meeting.</p> <p>2022 Ymweliad 1 report:</p> <p>Quality Assurance Document - This is an effective, clear, well-planned document, which ensures the implementation of consistent quality assurance procedures throughout the year. This whole school document includes staff, governors and pupils in procedures and is closely linked to the school development plan and self-evaluation.</p> <p>2022/23 Ymweliad 2 report:</p> <p>Priority 5: Further increase Governor’s participation in school self-evaluation procedures.</p> <p>Progress: Strong progress has been made during the year.</p> <p>Members of the Governing Body have taken an active role in School self-evaluation procedures this year focusing mainly on activity in the Autumn term.</p> <p>The monitoring focused upon the learning environment, maths differentiation, progress in achieving Learning Objectives and Success Criteria, monitoring of children’s targets and the use of pink and yellow highlighters providing formative feedback. Members of the Governing body were part of both recent visits to monitor ALN differentiation in class and the monitoring of reading across the school.</p> <p>2023/24 Cau Pen y Mwdwl report:</p> <p><u>Governors looking at books</u></p> <p>After some concern from teachers about some children not having anybody attend parents/guardians progress meetings, we decided to track these pupils to see if there was a pattern. In the spring term, 5 governors came to school to look through the</p>
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books of the pupils whose parents/guardians did not attend the progress meetings. This was not only invaluable to the governors as they got to listen to learners discuss their work and see the good progress they had made but it gave the children a wonderful sense of pride and connection with the governors of the school.

2024 Autumn term Ymweliad 1 report:

The school has an online Quality Assurance calendar which sits in Outlook and is shared with staff and governors at the beginning of the school year.

2024/25 'Cau Pen y Mwdwl' Summer report:

Tom Trevarthen (LA literacy advisor), Catrin Edwards (governor), Katy Hoole and the Headteacher have carried out monitoring of extended writing by listening to learners, book appreciation and a learning walk.

Training session for Governors – carried out by Dafydd Iolo (Scholl Support Advisor) during the Curriculum and Policy sub-committee meeting in the spring, and PowerPoint shared with governors who could not attend.

The current Governing Body comprises representatives from staff, parents, community, town and county councils as updated on the school's webpage <https://plascrugprimary.co.uk/governors/>. A good example of the strategic role of governors in action, is that the Governing Body identified the “develop” of outdoor areas”, “work[ing] with the Eco Council and outside agencies on developing the school field” as one of their top four targets for improvements in their Governors’ Reports (2021-22 and 2022-23), which was then taken up as a focus for the PTA's fundraising efforts from 2024 onwards. The results of which are clearly demonstrated on : e.g., https://register-of-charities.charitycommission.gov.uk/en/charity-search/-/charity-details/517033/financial-history?uk_gov_ccew_onereg_charitydetails_web_portlet_CharityDetailsPortlet_organisationNumber=517033 and a recent national award <https://www.cambrian-news.co.uk/news/plascrug-school-in-aberystwyth-wins-prestigious-environmental-award-845236>

The election for parent governor in summer 2025 attracted double the number of applicants which was very positive and a ballot was required. One of the newly appointed parental governors has been a PTA member for over 2 years and now provides stronger links with the PTA/parents and guardians and PTA-led grant writing. Plascrug governors also have three subcommittees for Buildings and Premises, Curriculum and Policy and Finance and Staffing before the termly full meeting, that was introduced post the ESTYN inspection in 2018 to provide a more in-depth scrutiny of areas of importance. Since the COVID pandemic, subcommittee and termly full meetings are all hybrid, which has increased attendance and flexibility for our busy governors.

To date, the Governors take an active and effective role in the school's self-evaluation and improvement processes. As a result, the strategic contribution of the governing body to whole-school evaluation is both purposeful and successful—demonstrating strong leadership and a clear commitment to driving continuous improvement.

Staff Professional Development Plan 2025-26

Cohort	Type of Training / Provider	Who?	Cost	Funding Source	Link to the School's Development Priorities
Leaders / Teachers	Formal Leadership Programmes				
	NQT	Bryn Shepherd		EWC	Bryn to attend training as external verifier for North of Ceredigion
	Early Career Pathway				
	Middle Leader	Anna Rose Bates			
	Senior Leader	Bryn Shepherd and Nia Ellis		WG	EAL/Cymraeg Cymraeg (2025/26 Priority 1) EAL (2025/26 Priority 2)
	Prospective Headteacher				
	NPQH				
	Newly appointed Headteacher	Carol Macy			
	Experienced Headteacher				
	System Leader				
	Other				
	MWEP / Ceredigion networks	Caryl Bennett a Rhian Roberts		WG/Ceredigion Council	Cymraeg (2025/26 Priority 1)
	ALN training	Adam Lewis		School budget	
	Developing numeracy skills in FL	Tanya Evans/Bryn Shepherd/Liws Harries			Reasoning (2025/26 Priority 3)
	Evolve training	Bryn Shepherd	Refresher	School budget	
NPEP	Bryn a Osian			Cymraeg (2025/26 Priority 1) Cymraeg – defnydd o Ddarllen Co	
Professional Learning Programmes for Teaching Assistants					

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School Development Plan 2025-26

Assistants and Auxiliary Staff	New Teaching Assistant				
	Teaching Assistant at work	Ffiona Ward, Pri Shukla and Cath Homer			Cymraeg (2025/26 Priority 1) Dysgu Cymraeg
	Prospective HLTA				
	HLTA	Pri Shukla and Sandy Mc Evoy			
	Specialist Teaching Assistant				
	Other				
	ELSA				
	ALN				
	Promoting positive behaviour (When the Adults Change)	All Staff		Ceredigion Council	
	EAL Project Pilot	Noha Haroun		Ceredigion Council	EAL (2025/26 Priority 2)

INSET / Twilight Programme 2025-26

Date	01/09/25	02/09/25	05.01.26	06.3.26	27/07/26	25/09/25	01/10/25	14.10.25
INSET/Twilight	INSET	INSET	INSET	INSET (torfol)	(Additional holiday day): three late evenings, 2 hours to be completed	Twilight	Twilight	Twilight
Focus / Agenda	When the adults change training with Charlotte	Training on Safeguarding, discussing and reviewing SIP from 2024-25 and new priorities EAL training – share resources from Bell Foundation and tracker	Book appreciation – llafar Cymraeg a hyfforddiant staff meithrin yn Felinfach	Cath Delve whole school training (organised by LA) Focus TBC by LA		Liws Harries to deliver training to all foundation phase staff on problem solving in maths	Liws Harries to deliver training to all KS2 staff on problem solving in maths	Autism Accreditation for all staff (ASDinfoWales) and Chapter 3 – Deliberate Botheredness When the Adults Change)
Link with School/Area Development Priorities (where relevant)	IA2 Well-being, care, support and guidance (High level priority)	SDP 25/26 – Priority 2 (EAL)	SDP 25/26 – Priority 1 (Cymraeg)	IA1 Teaching and Learning (High level priority)		SDP 25/26 – Priority 3 (Maths)	SDP 25/26 – Priority 3 (Maths)	IA2 Well-being, care, support and guidance (High level priority)

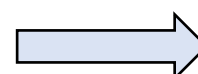
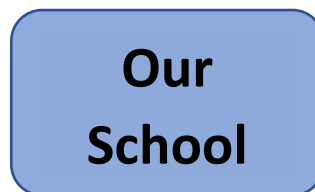
Support and Collaboration Map

What external support do we need to fulfil our priorities?

Liws Harries – maths advisor

Elen Davies, Carole Price, Rhiannon Evans – EAL and language advisors

Tîm Cefnogi Cymraeg



What strengths do we have that we can use to support others?

AOLE Leads in the school.

Highly experienced and trained HLTA/TAs.

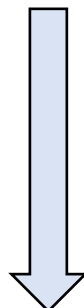
Long history of developing staff such as middle management/senior leaders, TLRs, HLTAs, ALN, ELSA which has positively impacted many local schools in appointments of deputy headteachers as well as establishing a strong 'grow your own' culture/succession planning with current deputies appointed as headteachers.

Leusa Jenkins (part time Family Liaison Officer) to support FSM/RADY families and connections with agencies such as TAF/WWDAS

Strong links with school community and agencies linked with improving connections with outdoors such as KWT, Learning Through Landscapes and Climate 180

Links with Aberystwyth University (volunteers/psychology department), Open University, Coleg Ceredigion and Penglais Comprehensive

Good reputation in the local community



How can we work with other schools, including our cluster/area schools?

Cymraeg – visit other settings to see how education is delivered through the medium of Welsh (YGA, St. Padarn's, Llwyn yr Eos)
Work with Llwyn yr Eos as their mathematics priority is very similar – share good practice and learn from one another. AOLE lead could monitor together.

Ysgol Plascrug

School Development Plan 2025-26

Sources:

- [School Improvement Guidance: framework for evaluation, improvement and accountability - Hwb \(gov.wales\)](#)
- [The Education \(School Development Plans\) \(Wales\) Regulations 2014](#)
- [Planning and implementing improvement - Hwb \(gov.wales\)](#)

Additional documents:

[Link to Curriculum Summary](#)

[Link to Safeguarding Audit](#)

[Link to Health and Safety audit](#)

[Link to Attendance audit 2024/25](#)

[Link to Attendance audit Sep-October half term 2025](#)