



Ysgol Alexandra School Development Plan



2025 to 2026

Key Priority 1: Welsh	To improve the standards of pupils' spoken Welsh.		Why is this a priority? In our full Estyn report in Oct 2023 it was highlighted that 'Whilst the school is beginning to make improvements in it's provision for teaching Welsh, pupils language skills across the schools are generally under developed.' They recommended that we focus on providing and planning for opportunities for pupils to communicate in Welsh across the curriculum and throughout the school day to develop their Welsh language skills. As a school, because of our context – lots of social deprivation, poor literacy skills, high numbers of ALN pupils, high numbers of pupils that have English as an additional language; we have focussed predominantly on developing our pupil's English skills. Of course, the development of Welsh is also a National Priority – the aim being for the number of Welsh speakers to reach 1 million by 2050. And the percentage of the population that speak Welsh daily, and can speak more than just a few words of Welsh, to increase from 10% (in 2013 to 2015) to 20% by 2050. As a school in Wales who is proud of our National identity and culture, we want to support this. Extensive work within year one to three impacted positively on pupils' Welsh skills and attitudes towards the language and the feeling of being Welsh. Last year the school became part of a new Welsh pilot with a group of school in the local authority, this has provided extensive training for staff which has had an impact on the Welsh teaching and learning for pupils. Since year one, pupils do now have a wider repertoire of vocabulary and phrases and are more willing to respond to adults in Welsh but we now need to build on this to ensure increasing numbers of pupils are using Welsh with further independence in and out of the classroom. ESTYN INTERIM VISIT FEEDBACK JULY 2025: Leaders set a clear vision for developing pupils' use of Welsh and monitor the progress diligently. The very few Welsh-speaking staff are positive role models, supporting pupils and staff to strengthen their language skills well. This supports the school's aim to embed Welsh as a daily, progressive feature of school life successfully. • Leaders and staff plan a curriculum that ensures pupils develop their Welsh language skills progressively over time. Leaders have established a clear skills development overview to support this, which is beginning to improve pupils' Welsh oracy skills and their confidence to use the language. • Staff use regular short sessions to help develop pupils' fluency in Welsh language patterns and provide fun and engaging opportunities for them to practice these skills consistently. • Leaders and staff make purposeful use of trips and residential opportunities in the local and wider area through to support pupils' Welsh speaking skills. This is beginning to support pupils to develop greater confidence and enthusiasm in using Welsh in real-life contexts. • Staff, including those in the resource provision classes, use resources purposefully to support pupils' Welsh language development. They display key vocabulary and a range of language patterns consistently, which pupils use appropriately to support their learning. • Leaders provide valuable professional learning opportunities to develop the Welsh language skills of staff, including effective collaboration with external partners such as the Welsh Immersion Team. This is beginning to increase the confidence of staff when modelling language patterns and helps them to use Welsh consistently in their daily classroom routines.			
	Strategically planned task	Success criteria	Monitoring	Staff	Resources & Cost	Milestones
What are you going to actually 'do'?	What 'impact do you want each of the things you are doing to have? How will you know if they've been successful?	Who? How? What? When?	Who is doing the 'task' in column 1?	Don't forget about cost of staff's time	What do you want to have achieved by when? Maybe break it into 3 terms so that you can evaluate against it	Not a list of what has been done – what is the <u>impact</u> on pupils? Go back to look at the SC and the milestones
1. Establish a clear vision for what Welsh looks like in Alexandra and share with staff across school. 2. Welsh training and development for staff throughout the year. 3. Review the current curriculum to identify and develop further cross-curricular Welsh language opportunities throughout the year.	1. Almost all staff report an increase in confidence and understanding of Welsh language teaching strategies, team teaching opportunities and regular developmental of language skills through staff meeting starters and apply this in class to ensure improved engagement with the Welsh language.	Learning walk/lesson observations/ Pupil discussion/ Pupil voice/ Tri-ad progress check in s/ Treasure hunt/ Seesaw scrutiny/ Visitors to school and external	• KaW, CJ and RF to lead but staff will need to be responsible for their own professional	Cost of 1 day's release per term for BF/ CJ – 3 in total for the year. Cost of training from External Welsh Team - free	End of Autumn Term 2025 • Criw Cymraeg established in school and leading Criw Cymraeg assemblies every other Monday alongside KaW. • BF/ CJ/ KaW to Re-establish a vision for Welsh and share with staff across school	

4. Staff to plan for opportunities for Welsh throughout each topic and the curriculum supported by the Trochi and AOLE Leads in school. 5. Team teaching from the Trochi and AOLE Leads 6. Establish the Welsh alphabet from Year 1 upwards and move this on to reading Welsh vocabulary. 7. Establish a connection with another school within our Welsh cluster to encourage interaction between pupils. 8. Utilise good practise from another school within Wrexham to develop use of Welsh language within PE (e.g. Black Lane) 9. Establish a connection with a Welsh medium primary school. (e.g. Plas Coch) 10. Collaborate with the Welsh language team on medium term planning and supporting staff to plan for Welsh linked to their topic. 11. Pupils and staff to visit Morgan Llwyd to take part in sessions and also discover best practise. 12. External Welsh team to share resources with staff. 13. Collaborate with digital leader in order to increase opportunities for speaking Welsh using digital skills. 14. Train staff to use Welsh yard games during playtimes across the school and outdoor provisions in FPh. 15. KS2 pupils to become playground buddies and lead Welsh games with FPh 16. Establish a Welsh Link Governor to create links 17. Welsh will be daily with Helpwr Heddiw first and then recapping skills and introducing new language patterns and vocabulary. 18. Revise and reshare with staff the language progression documents and Incidental Welsh across the school. 19. Staff to use bilingual signage around school and use Welsh names for daily routines. 20. Criw Cymraeg to be established across school and to lead assemblies. 21. Establish a home/school link to encourage pupil's spoken Welsh outside of school. 22. Achieve the expectations of the Cymraeg Campus Silver Award to further improve pupil's spoken Welsh language. 23. Whole staff meetings to routinely start with a welsh game that staff can implement when back in their classes or outside of the classroom.	2. Most curriculum areas include at least some identified Welsh language activities in their lesson plans by the end of the year. Pupils have opportunities to use Welsh daily in class and have opportunities to Welsh cross curricular activities too. All staff are planning for Welsh language opportunities each half term and within all Topics. 3. Most pupils confidently using Welsh throughout the day as encouraged by staff including during playtimes and lunchtimes, with increasing independence. 4. Most pupils will progress inline with amended language progression overview. 5. Governors and visitors to school will notice an increased Welsh ethos throughout school - with language being used by Staff and pupils and also signage around school. 6. From Year 1 upwards pupils can correctly identify and pronounce most of the letters of the Welsh alphabet by the end of the year using this skill to support Welsh in the curriculum. 7. Pupils will have the opportunity to develop their skills further through a successful link with another school giving them an opportunity to use Welsh outside of their own classroom. 8. Pupils to take a more active role in leading and promoting Welsh across the school.	agencies assessing Welsh skills, See annual monitoring calendar for specific dates.	development alongside this. • SLT to monitor, support and encourage. • External Welsh team to provide resources, training and other teaching and learning strategies and opportunities throughout the year.		• BF/CJ to start whole school staff meeting recapping Welsh games with staff so most staff feel confident using these in class. • SR to have trained all pupils across school with Welsh playground games/ Welsh PE games. • Staff to confidently use games as part of PE sessions. • Many pupils encouraged by staff will be playing these games during playtime and lunchtime. End of Spring Term 2026 • All pupils will have opportunities to use Welsh daily in class and there will be an increased evidence of Welsh being used in cross curricular learning. • Seesaw demonstrating pupils being given further opportunities for Welsh oracy. • Successful link established with another school to use Welsh outside the classroom. End of Summer Term 2026 • Most pupils will be confidently using incidental Welsh in class and around school. • Most pupils will progress in line with the amended language progression overview. • Many pupils will be independently playing Welsh games during playtime and lunchtime. • Increased Welsh ethos around school which will be noticed by Governors and visitors. • Achieve Silver Award	
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Key Priority 2: Reading	To develop pupil's reading skills		Why is this a priority?				
			Having focused previously on pupils decoding skills and introducing a whole school approach to the teaching of phonics this impact has been significant. The teaching of phonics in lower school is consistent an of a high standard. We have recognised through monitoring and pupil progress meetings that staff are less confident with the teaching of higher order reading skills and we do not have a consistent approach across the school. The current approach does not lend itself to teachers reading with all pupils on a daily basis.				
			Reading test data & RWI assessments from October 2025 show that we have over 30 children in KS2 working on RWI level still as they still need teaching of phonics, decoding and blending. In FPh we also have a group of 11 Y1 pupils who are still learning and securing initials sounds and 8 pupils in Y2 who are working on green group or below (a year below). NGRT has also highlighted a number of chn in KS2 who have completed RWI but need further teaching and support with high order reading skills resulting in a reading age of over 2 years below their actual age.				
			As a school, because of our context – lots of social deprivation, poor literacy skills, high numbers of ALN pupils, high numbers of pupils that have English as an additional language; many of our pupils have limited vocabulary and limited exposure to texts.				
		Reading is currently a national priority with the development of the new literacy strategy. It is also a current focus for Estyn and a Local Authority priority. Two staff training days have been allocated for all teacher to be trained in the pedagogy of reading and writing.					
Strategically planned task		Success criteria	Monitoring	Staff	Resources & Cost	Milestones	Evaluation
What are you going to actually 'do'?		What 'impact do you want each of the things you are doing to have? How will you know if they've been successful?	Who? How? What? When?	Who is doing the 'task' in column 1?	Don't forget about cost of staff's time	What do you want to have achieved by when? Maybe break it into 3 terms so that you can evaluate against it	Not a list of what has been done – what is the <u>impact</u> on pupils? Go back to look at the SC and the milestones
- Analyse Read Write Inc. data (October 2025), National Test data, IDL and NGRT. From this establish a baseline, identify strengths and areas of development. - Revisit phonics teaching and ensure all staff are confident to deliver sessions at any phonic stage. - Identify pupils that are making slow progress and train staff to provide boost sessions. - Identify a suitable scheme to develop pupil's reading skills through fluency, vocabulary and understanding. - Staff training internally and from outside providers and implementation of new scheme/teaching approach. Designated teacher training days and staff meetings. - Audit of current resources - AoLe lead to collaborate with other literacy leads across Wrexham to develop a consistent approach to the teaching of reading.		- Establish a baseline and identify good practise, gaps in learning, common themes and areas of need. - Consistent approach to the teaching of reading throughout the school. - ALL staff – teachers and TAs to feel confident in delivering reading sessions. - Most pupils to read with fluency across the curriculum - Mot pupils to demonstrate a rich vocabulary to support their understanding of texts. - Nearly all pupils to be able to comprehend at a level appropriate to their stage. - Nearly all pupils are making at least expected progress with their reading skills.	Learning walk/lesson observations/ Pupil discussion/ Pupil voice/ Triad progress check in s/ Treasure hunt/ Seesaw scrutiny/ Visitors to school and external agencies assessing Reading skills. See annual monitoring calendar for specific dates.	- LEd alongside KaW to lead but staff will need to be responsible for their own professional development alongside this. - SLT to monitor, support and encourage - External company - The Literacy Company to provide resources, training and other teaching and learning strategies and opportunities throughout the year.	Cost of 1 day's release per term for LEd – 3 in total for the year. Cost to release LEd to be part of working party with County Council throughout the year – days? Cost of purchase new reading scheme from The Literacy Company - £1600	End of Autumn Term 2025: - Leads to analyse start of year data and identify gaps/ focus/ target children in year groups - Research new reading scheme for KS2 and implement in selected classes as a trial. - Learning walk to identify good practise in teaching of phonics across school and identify any next steps End of Spring Term 2026 - New reading scheme to be implemented through KS2 and showing a consistent approach to reading. - All staff to have completed reading training from The Literacy Company - Leads to track progress and identify good progress also gaps/ focus/ target children. - Pupils across school to have consistent teaching of reading. - Many pupils shown to have made rapid progress in reading. End of Summer Term 2026: - Leads to analyse end of year data to identify progress made in reading and any target children for the next academic year. - Learning walks to show new reading scheme embedded across school and being used effectively in KS2 with pupils engaged and progress being made. - Most targeted pupils to have made at least good progress in reading.	

Key Priority 3: Numeracy	To ensure pupils have a deep, long term and secure understanding of mathematical concepts and are able to apply these across all areas of learning.	Why is this a priority? In our Full ESTYN Inspection in October 2023 the school was recognised as having good maths skills. However, as Maths has not been an SDP priority since introducing Mastery Maths in 2017 and due to many staff changes since this time we therefore have identified that a revisit is needed to ensure that mastery maths is still being used in a consistent and effective way and is impacting positively on pupils and standards. Having focus on cross curricular skills in last year's SDP excellent progress was made with the application of Literacy and Digital skills however through monitoring exercises we recognition that there were fewer opportunities for pupils to apply their reasoning skills. We want to ensure that pupils are having the same opportunities to apply maths skills in maths lessons and in cross curricular lessons. ESTYN INTERIM VISIT JULY 2025 Teachers provide meaningful opportunities for pupils to develop their digital and literacy skills in a broad range of authentic contexts. There are fewer opportunities for pupils to use their numeracy skills across the curriculum.				
Strategically planned task	Success criteria	Monitoring	Staff	Resources & Cost	Milestones	Evaluation
What are you going to actually 'do'?	What 'impact do you want each of the things you are doing to have? How will you know if they've been successful?	Who? How? What? When?	Who is doing the 'task' in column 1?	Don't forget about cost of staff's time	What do you want to have achieved by when? Maybe break it into 3 terms so that you can evaluate against it	Not a list of what has been done – what is the <u>impact</u> on pupils? Go back to look at the SC and the milestones
- Establish a clear vision for what maths and Numeracy looks like at Ysgol Alexandra - Training Day (Nov) / Staff meetings to revisit the philosophy of Mastery Maths. - Share good practise of what maths should look like in Alexandra. Non negotiables, what we do do, what we don't do. - Maths lesson structure – WAGOLL - Explore the benefits of manipulatives and how they can be used throughout YR-Y6 - Audit of manipulatives - Increased opportunities for reasoning and applying within Maths lessons - Increased opportunities for pupils to apply numeracy skills across the curriculum at an appropriate level of challenge	- Pupils can apply their mathematics to a variety of problems and in a variety of contexts. - All staff to feel confident in the delivery of mastery maths. - Teaching of maths to be consistent across school. - Nearly all pupils to use manipulatives purposefully in supporting their understanding of mathematical concepts. - Most pupils to have maths skills appropriate to their stage. - Nearly all pupils to make good or better progress.	Learning walk/lesson observations/ Pupil discussion/ Pupil voice/ Tri-ad progress check in s/ Treasure hunt/ Seesaw scrutiny/ Visitors to school and external agencies assessing Numeracy skills. See annual monitoring calendar for specific dates.	- RC/ JH alongside KaW to lead but staff will need to be responsible for their own professional development alongside this. - SLT to monitor, support and encourage	Cost of 1 day's release per term for RC/ JH – 3 in total for the year. Cost of any additional resources needed – manipulatives for KS2	End of Autumn Term 2025: - RC/ JH/ KaW to establish a vision for Maths & Numeracy and share with staff across school - Leads to analyse start of year data and identify gaps/ focus/ target children in year groups - All staff to have completed training during the INSET day with strategies to implement back in class. . End of Spring Term 2026 - Learning walks to show consistency in maths across school and evidence of pupils using manipulatives across all ages and stages. - Book looks/ Seesaw to show evidence of most pupils having opportunities for using and applying and reasoning opportunities in maths lessons across school. End of Summer Term 2026: - Leads to analyse end of year data to identify progress made in maths and any target children for the next academic year. - Learning walks to show evidence of further development of cross curricular maths skills being developed at the same standard in Topic lessons. - Most pupils to have made at least good progress in Maths. - Most pupils to be able to show that they have had opportunities to apply maths skill across other areas of the curriculum.	