



# Abernant Primary School - Aspire Persevere Succeed

## School Development Plan 2026 - 2027



| Target 1 - To develop learners' mathematical proficiencies through a consistent whole-school approach to mathematics. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                               |
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| Lead – Mrs Lewis                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                               |
| Inspection AI                                                                                                         | NRS Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Why                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Success Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | How will we measure?                                                                                                                                                                                          |
| 1d Listening, Speaking, Reading, Writing, <b>Numeracy</b> , Digital Skills                                            | <p><b>Leadership (Pedagogy)</b><br/>How well does leadership use assessment information to support all learners to make the progress of which they are capable in accordance with the principles of progression?<br/>How well does leadership establish and maintain a positive and inclusive learning and teaching environment?</p> <p><b>Learning and Teaching (Pedagogy)</b><br/>How well do learners develop their breadth and depth of knowledge and skills within and across areas of learning?<br/>How well do learners develop a deepening understanding of the ideas and disciplines within the Areas?<br/>How well does teaching select the most suitable teaching approaches to support learners to progress? These approaches might include direct teaching and those that promote problem-solving, and creative and critical thinking , use assessment for and as learning?</p> <p><b>Curriculum (Designing, Planning, Trialling)</b></p> | <p>Two new members of staff have joined the school without prior training in the Concrete–Pictorial–Abstract (CPA) approach. As a result, the teaching of the four operations is not yet consistent across the school, which is impacting pupils' progression, particularly those who benefit from the use of manipulatives to develop conceptual understanding.</p> <p>Analysis of both our in-house assessment data (MALT) and National Test data indicates that, while many pupils demonstrate secure procedural fluency, they require further support to apply their mathematical understanding in reasoning and problem-solving contexts. This suggests a need to strengthen teaching approaches that promote mathematical thinking, justification and the application of concepts across a range of contexts.</p> | <p>All teaching staff will report increased confidence and fluency in using the CPA approach to teach the four operations, evidenced through staff voice and professional development evaluation.</p> <p>There will be a consistent whole-school approach to teaching the four operations through concrete, pictorial and abstract representations.</p> <p>Pupils, particularly those who benefit from manipulatives, will demonstrate improved conceptual understanding and an increased ability to explain, justify and represent their mathematical thinking.</p> <p>Assessment information will show an increase in the proportion of pupils successfully applying their mathematical knowledge in reasoning and problem-solving tasks.</p> <p>Pupils will use appropriate mathematical vocabulary and representations with increasing</p> | <p><b>Measure</b><br/>National Tests<br/>In-house data<br/>Teacher observations</p> <p><b>Monitoring Tasks</b><br/>Listening to learners<br/>Learning walks<br/>Book look with learners<br/>Planning look</p> |

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|                                                                                                                                                                                                                                                                     | <p>How well does our curriculum's design and delivery enable appropriate progression for all learners along the continuum of learning in accordance with the principles of progression?<br/>How well does our curriculum's design and delivery ensure equity and accessibility for all?</p> <p><b>Well-being, Equity and Inclusion</b><br/>How well does the school support learners to develop independent learning skills, resilience and perseverance?<br/>How well does the school ensure that learners have equitable access to learning experiences and resources?<br/>How well does the school meet the needs of learners with ALN and ensure they make the progress they should?</p> |  | independence when solving problems involving the four operations.                                                                                                                                                                                                                                                        |  |
| <b>Key Milestones</b>                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                                                                                                                                                                                                                                                                                                                          |  |
| <b>December</b>                                                                                                                                                                                                                                                     | <b>March</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  | <b>July</b>                                                                                                                                                                                                                                                                                                              |  |
| <ul style="list-style-type: none"> <li>Baseline questionnaire completed by staff to determine their understanding and highlight areas where they require more confidence.</li> <li>INSET day to reintroduce CRA approach to all staff members completed.</li> </ul> | <ul style="list-style-type: none"> <li>SPARK planning has been implemented and consistent across the school.</li> <li>Problem solving and reasoning sessions have been planned for using the data from the National Tests where applicable.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | <ul style="list-style-type: none"> <li>CRA approach is consistent across school and learners use manipulatives to support their mathematical understanding.</li> <li>MER tasks have been undertaken - Staff questionnaires.</li> <li>National Tests and in-house tests completed and analysed by lead and HT.</li> </ul> |  |

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| <ul style="list-style-type: none"> <li>● Louise Davies (CSC) has delivered high quality professional training (mastery, problem solving and reasoning).</li> <li>● Daily SPARK sessions have been introduced to teach, revisit and secure core mathematical skills. This will free focused maths lesson time for deeper learning through CRA, reasoning and problem-solving.</li> <li>●</li> <li>● MER tasks have been undertaken - listening to learners and book looks focusing on CRA approach.</li> </ul> | <ul style="list-style-type: none"> <li>● CRA approach is consistent across school and learners use manipulatives to support their mathematical understanding.</li> <li>● MER tasks have been undertaken -planning look and learning walk focusing on SPARK sessions.</li> </ul> | <ul style="list-style-type: none"> <li>● Self-evaluation undertaken by lead &amp; HT.</li> <li>● Review and evaluate the provision and practise for the teaching and learning of inquiry-based learning. Measure progress, identify strengths, areas for development noting any amendments that may be required and further actions to be taken.</li> </ul> |
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|    | <u><b>Actions</b></u>                                                                                                                   | <u><b>Personnel</b></u> | <u><b>Date</b></u> | <u><b>MER Time Frames</b></u>                                                                                                                                                                                 | <u><b>Evidence</b></u>                                | <u><b>Budget</b></u> | <u><b>RAG</b></u> |
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| 1. | Staff to complete baseline questionnaire on CRA approach, mastery, problem solving and reasoning..                                      | All staff               | 01/09/2026         | SIP, analysis and actions created scrutinised by SLT.                                                                                                                                                         | Staff questionnaires                                  | N/A                  |                   |
| 2. | Lead to deliver CRA session and audit resources across the school.                                                                      | All staff               | 01/09/2026         |                                                                                                                                                                                                               | Staff meeting minutes<br>Training materials<br>Audit  | N/A                  |                   |
| 3. | Lead to meet L. Davies (CSC) to discuss fluency, mastery, problem solving and reasoning).                                               | H. Lewis                | 15/09/2026         |                                                                                                                                                                                                               | Emails<br>Meeting minutes                             | N/A                  |                   |
| 4. | Create, develop and share with all partners a clear vision and rational for Mathematics across Abernant - incorporating SPARK sessions. | All staff               | Sept. 2026         | <b>Autumn Term 2026 - December</b><br>Staff questionnaires<br>Listening to learners<br>Book looks<br><b>Spring Term 2027 – February.</b><br>Learning walk<br>Planning look<br><b>Summer Term 2024 – April</b> | Staff questionnaires<br>Lead's analysis<br>FADE forms | N/A                  |                   |

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|    |                                                                                                                                                                                                                                                 |                                                           |             | Analysis of assessment data<br>Staff questionnaires                                                                                                  |                                                                      |     |  |
| 5. | L. Davies (CSC) to deliver high quality professional training (Fluency, problem solving and reasoning).                                                                                                                                         | All staff                                                 | 06/10/26    | SIP, analysis and actions created scrutinised by SLT.                                                                                                | Staff minutes                                                        | N/A |  |
| 6. | Continue to embed the SPARK sessions and CRA approach and monitor progress.                                                                                                                                                                     | All staff                                                 | Nov. 2026   |                                                                                                                                                      | FADE forms                                                           | N/A |  |
| 7. | Review and evaluate the provision and practise for the teaching and learning of inquiry-based learning. Measure progress, identify strengths, areas for development noting any amendments that may be required and further actions to be taken. | H. Lewis<br>J. Hayes                                      | Summer Term | See point 3.                                                                                                                                         | Staff questionnaires<br>Lead's analysis<br>FADE forms<br>Lead's file | N/A |  |
|    | <b>How we will measure impact:</b>                                                                                                                                                                                                              | Questionnaires<br>National Tests and in-house assessments |             |                                                                                                                                                      |                                                                      |     |  |
|    | <b>External support the school will access to achieve priority:</b><br>CSC                                                                                                                                                                      |                                                           |             | <b>Professional learning needs of all staff (including leadership development) to address priority:</b><br>High quality training for all staff (CSC) |                                                                      |     |  |

| Target 2. - To further develop the punctuation and grammar skills to positively impact on standards of writing in learners<br>Lead – M. Griffiths and J. Kucia |                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                          |
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| Inspection AI                                                                                                                                                  | NRS Questions                                                                                                                                                                                                                                                                                                                                               | Why                                                                                                                                                                                                                                                                                                                                        | Success Criteria                                                                                                                                                                                                                                                                                                                    | How will we measure?                                                                                                                                                                                                                                                                                     |
| <b>1d</b> Listening, Speaking, Reading, <b>Writing</b> , Numeracy, Digital Skills                                                                              | <p><b>Leadership- Pedagogy</b><br/>How well does leadership use assessment information to support all learners to make the progress of which they are capable in accordance with the principles of progression?</p> <p><b>Learning and Teaching – Pedagogy</b><br/>How well do learners make connections and transfer their learning into new contexts?</p> | Following a book look it was evident that punctuation remains an area requiring further improvement, particularly in the consistent and accurate use of full stops, capital letters and the punctuation of direct speech. This is an aspect where practice is inconsistent and impact is moderate, and therefore requires continued focus. | <p>Teachers will continue to explicitly teach spelling, grammar, and punctuation, using progression chains to ensure all learners make expected progress.</p> <p>Most pupils will apply grammar and punctuation accurately and consistently in independent writing, including sentence punctuation, apostrophes, commas, speech</p> | <p><b><u>Measure</u></b><br/>Tepid write – End piece<br/>Summative Assessments<br/>Spelling Analysis<br/>Comparison of specific child cases</p> <p><b><u>Monitoring Tasks</u></b><br/>Listening to learners<br/>Learning walks<br/>Book look with learners<br/>Planning look<br/>Curriculum coverage</p> |

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|  | <p>How well are learners becoming more effective in their learning?</p> <p><b>Curriculum</b><br/>How well does the school develop a clear vision for the difference that the curriculum will make to its learners and their progression?</p> | <p>Many learners are beginning to organise their writing into paragraphs, showing an emerging but suitable understanding of cohesion and structure. This indicates sound and developing progress in higher-level composition skills.</p> <p>A minority of pupils are demonstrating higher-level features, including figurative language, extended similes, metaphors, and improved cohesion.</p> | <p>punctuation and, where appropriate, more advanced punctuation.</p> <p>Most pupils will construct grammatically accurate sentences and paragraphs, demonstrating secure use of verb tense, subject–verb agreement, sentence structure and paragraphing.</p> <p>Many pupils will independently review and improve their writing, identifying and correcting errors and explaining their grammatical and punctuation choices using appropriate terminology.</p> |  |
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#### Key Milestones

| December                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | March                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | July                                                                                                                                                                                                                                                                                                                                      |
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| <ul style="list-style-type: none"> <li>Lead has completed a whole-school baseline assessment (cold-write) of pupils' English grammar and punctuation through an independent writing task.</li> <li>Lead has analysed baseline evidence to identify key areas of weakness and establish 3–5 grammar and punctuation priorities for each year group.</li> <li>A staff questionnaire has been completed to analyse staff confidence in teaching grammar and punctuation.</li> <li>The writing journey has been reviewed</li> </ul> | <ul style="list-style-type: none"> <li>Review Autumn Term assessment and book scrutiny findings and adapt teaching priorities accordingly.</li> <li>Continue explicit teaching of grammar and punctuation, moving towards more complex grammatical structures and punctuation.</li> <li>Teach pupils to use punctuation deliberately to improve clarity, meaning and effect.</li> <li>Continue targeted intervention for pupils who have not yet secured Autumn Term</li> </ul> | <ul style="list-style-type: none"> <li>Summative assessments for Summer Term have been undertaken to measure learner progress and success of plan.</li> <li>Analysis, evaluation of all data, MER summaries completed and a summative report of the targets progress and success created and shared with SLT and all partners.</li> </ul> |

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| <ul style="list-style-type: none"> <li>Lead has collaborated with cluster schools and analyse the effectiveness of their writing journey... (finish)</li> <li>Teaching staff have introduced regular short grammar and punctuation retrieval activities (starter/exit cards) to reinforce previously taught knowledge.</li> <li>MER tasks have been undertaken- book look.</li> </ul> | <ul style="list-style-type: none"> <li>priorities.</li> <li>Moderate writing across year groups to ensure consistency in expectations and assessment.</li> <li>Complete a Spring Term book scrutiny and pupil voice activity to evaluate progress and pupils' understanding.</li> </ul> |  |
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|   | <u>Actions</u>                                                                                                                                                                                                                                            | <u>Personnel</u>          | <u>Date</u> | <u>MER</u>                                                                                   | <u>Evidence</u>                                                                                                         | <u>Budget</u> | <u>RAG</u> |
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| 1 | Staff to complete a questionnaire regarding their confidence in teaching punctuation and grammar. Audit current practice, identify strengths and areas for improvement to strengthen quality of teaching and learning.                                    | All staff                 | 30:09:26    | Autumn:<br>Book/work look<br>Listening to learners                                           | Staff questionnaires<br>Learner questionnaires<br>Individual fade forms<br>Summary fade forms                           |               |            |
| 2 | Teachers assess specifically for grammar, punctuation, sentence structure and accuracy from their classes baseline pieces. Identify three key areas of need (grammar and punctuation) for each class/year group and make focus for the term and reassess. | All staff                 | 30:09:26    | Spring:<br>Planning look<br>Learning walk<br>Teacher evaluation                              | Termly SIP lead form<br>Summative SIP lead<br>Evaluative form<br>Displays                                               |               |            |
|   | Implement the mini-write approach to all classroom practice.                                                                                                                                                                                              | All staff                 | 02:11:26    | Summer:<br>Coverage tracker<br>Book/work look<br>Listening to learners<br>Teacher evaluation | Planning<br>Listening to learners to take place and links to Rights to be established for Pupil Voice relating to SPaG. |               |            |
|   | Provide staff training regarding confidence and application of 'Dictation' to combine                                                                                                                                                                     | All staff<br>M. Griffiths | 04:11:26    |                                                                                              |                                                                                                                         |               |            |

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|  | spelling, handwriting and punctuation: highlighted criteria linked to SPaG and dictated sentences.                                                                            |                                        |                                  |  |  |  |  |
|  | Revise planning format and its 'fit for purpose' to address areas needed to improve.                                                                                          | M. Griffiths                           | 23:10:26                         |  |  |  |  |
|  | Collaborate with literacy lead from LEA to review progress thus far, and seek advice to ensure further development and success.                                               | E. Jackson<br>M. Griffiths<br>J. Hayes | 09:11:26                         |  |  |  |  |
|  | All staff will use the new planning format, if revised details are needed based on advice and feedback: new links to SPaG are clearly identified.                             | All staff                              | 10:11:26                         |  |  |  |  |
|  | Staff to showcase via staff inset, evidence of 'good practice' through self-chosen examples in relation to handwriting, dictation or transitional writing from teacher input. | M. Griffiths<br>All staff              | 08:12:26<br>23:02:27<br>11:05:27 |  |  |  |  |
|  | Distribute staff and Learner questionnaires for completion to ascertain learner understanding of literacy skills and staff confidence and effectiveness of their practice.    | M. Griffiths<br>All staff              | Summer Term<br>2027              |  |  |  |  |
|  | Implement summative assessments for Spring and Summer term to measure progress, with consideration for future planning.                                                       | M. Griffiths<br>All staff              | Summer Term<br>2027              |  |  |  |  |
|  | Analyse, evaluate all data, MER summaries to                                                                                                                                  | M. Griffiths                           | Summer Term                      |  |  |  |  |

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|  | produce a summative report of the targets progress and success. | All staff | 2027 |  |  |  |  |
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### Target 3. - To develop the fluency of learners reading across the school

Lead – L. King

| Inspection AI                                                                     | NRS Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Why                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Success Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | How will we measure?                                                                                                                                                                                                                                                                         |
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| <b>1d</b> Listening, Speaking, <b>Reading</b> , Writing, Numeracy, Digital Skills | <p><b>Leadership- Pedagogy</b><br/>How well does leadership use assessment information to support all learners to make the progress of which they are capable in accordance with the principles of progression?</p> <p><b>Learning and Teaching – Pedagogy</b><br/>How well do learners make connections and transfer their learning into new contexts?</p> <p>How well are learners becoming more effective in their learning?</p> <p><b>Curriculum</b><br/>How well does the school develop a clear vision for the difference that the curriculum will make to its learners and their progression?</p> | <p><b>Despite:</b><br/>Nearly 80% of pupils are reading at or above their chronological age. Over 60% of pupils are significantly exceeding age-related reading expectations. 86% of pupils have made expected or better progress. More than half of pupils achieved above-average national test scores.</p> <p>Learning walks and listening to learners, staff observation records indicate variability in reading fluency across the school. Whilst many learners can decode accurately, some lack automaticity, pace and prosody, which impacts on learners' confidence when reading aloud.</p> | <p>A consistent whole-school approach to reading fluency is embedded. All staff are trained in effective fluency pedagogy. Learners demonstrate increased reading accuracy, pace, automaticity and prosody.</p> <p>Reading fluency progression is evident across all progression steps. Learners apply reading skills confidently across the curriculum. Targeted learners make accelerated progress. Learner voice reflects increased confidence and enjoyment in reading.</p> <p>85%+ of learners demonstrate improved reading fluency from baseline assessment.</p> | <p><b>Measure</b><br/>Baseline, mid-year and end-of-year fluency assessments. Reading age and progress data.</p> <p><b>Monitoring Tasks</b><br/>Learning walks and lesson observations. Book and planning scrutiny. Pupil voice activities. Intervention impact records. Staff feedback.</p> |

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|  |  |  | <p>90%+ of classes consistently implement agreed fluency strategies.</p> <p>Targeted learners make expected or better progress from their starting points.</p> <p>Learner voice evidences increased confidence, engagement and enjoyment in reading.</p> <p>Reading fluency progression is embedded across the curriculum and evident in teaching and learning.</p> |  |
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#### Key Milestones

| December                                                                                                                                                                                                                 | March                                                                                                                                                                                                                                                     | July                                                                                                                                                                                                                           |
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| <p>Baseline assessments completed.</p> <p>Reading fluency framework introduced.</p> <p>Staff training completed.</p> <p>Resources purchased and in use.</p> <p>Early monitoring evidences consistent implementation.</p> | <p>Mid-year assessments demonstrate improvement for most learners.</p> <p>Interventions show measurable impact.</p> <p>Fluency strategies consistently evident in lessons.</p> <p>Learners can articulate the strategies they use to improve fluency.</p> | <p>Most learners show improved fluency from baseline.</p> <p>Targeted learners achieve expected or better progress.</p> <p>Improvements evident across year groups.</p> <p>Whole-school approach embedded and sustainable.</p> |

|   | <u>Actions</u>                                                                                    | <u>Personnel</u>     | <u>Date</u>  | <u>MER</u> | <u>Evidence</u> | <u>Budget</u> | <u>RAG</u> |
|---|---------------------------------------------------------------------------------------------------|----------------------|--------------|------------|-----------------|---------------|------------|
| 1 | Conduct baseline reading fluency assessments and identify target learners.                        | L. King<br>All staff | October 2026 |            |                 |               |            |
| 2 | Deliver professional learning on reading fluency, prosody, repeated reading and modelled reading. | L. King<br>All staff | October 2026 |            |                 |               |            |

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| 3 | Develop and implement a whole-school Reading Fluency Framework.             | All staff            | 02:11:2026                         |  |  |  |  |
| 4 | Introduce daily fluency practice sessions in all classes.                   | All staff            | 02:11:2026                         |  |  |  |  |
| 5 | Implement targeted fluency interventions for identified learners.           | All staff            | 02:11:2026                         |  |  |  |  |
| 6 | Establish reading buddies and peer-reading opportunities across the school. | L. King              | 04:01:2027                         |  |  |  |  |
| 7 | Share effective practice through staff meetings and professional dialogue.  | L. King<br>All staff | December 26<br>March 27<br>June 27 |  |  |  |  |
| 8 | Engage parents through reading workshops and guidance materials.            | L. King              | 13:01:27                           |  |  |  |  |
| 9 | Summative report completed to ascertain overall progress and outcomes.      | L. King              | 06:2027                            |  |  |  |  |

#### Target 4. - To develop and embed purposeful Careers and Work-Related Experiences (CWRE) across the curriculum.

Lead – Mrs Lewis

| Inspection AI                                                                           | NRS Questions                                                                                                                                                                                                                                                                | Why                                                                                                                                                                                                                   | Success Criteria                                                                                                                                                             | How will we measure?                                                                                                                                                       |
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| IA 1 - 1c. Curriculum Design and delivery<br>IA 3 - 3d. Providing professional learning | <b>Leadership (Professional Learning, innovation and collaboration)</b><br>How well does leadership promote and use collaboration to improve learning, wellbeing, teaching and the curriculum?<br>How well does leadership establish a culture of collaborative learning and | Staff understanding of Careers and Work-Related Experiences (CWRE) as a cross-cutting theme is variable.<br><br>CWRE opportunities are not consistently identified or planned into the curriculum at relevant points. | Staff will demonstrate increased confidence and understanding of CWRE as a cross-cutting theme, including how it can be planned meaningfully within their areas of learning. | <b><u>Measure</u></b><br>Tepid write – End piece<br>Summative Assessments<br>Spelling Analysis<br>Comparison of specific child cases<br><br><b><u>Monitoring Tasks</u></b> |

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|  | <p>mutual respect within and beyond the school?</p> <p><b>Learning and Teaching (Pedagogy)</b><br/> How well do learners respond to high but achievable expectations from teachers?<br/> How well does teaching prepare learners for transition to the next phase of their education/career?<br/> How well does the school use collaboration to improve teaching and the curriculum? What difference does this make to learners' progress and well-being?<br/> How well does our curriculum's design and delivery draw on learner voice and responds to learners' needs, experiences and input?</p> | <p>As a result, learners may not make clear connections between their learning, their skills and future opportunities.</p> <p>A more coherent approach is needed to ensure all pupils experience meaningful, age-appropriate encounters with the world of work.</p> | <p>Curriculum planning will identify clear, age-appropriate and purposeful CWRE opportunities across all classes and areas of learning.</p> <p>Learners will take part in a broad range of meaningful experiences that develop their awareness of different jobs, workplaces, skills and pathways.</p> <p>Learner voice will show that pupils can make meaningful links between their learning, their strengths and interests, and possible future aspirations.</p> <p>Pupils will demonstrate increased ambition and confidence when discussing their future, recognising that a wide range of opportunities are available to them.</p> <p>CWRE will be embedded as a consistent feature of curriculum provision, rather than relying on isolated events or one-off activities.</p> | <p>Listening to learners</p> <p>Learning walks</p> <p>Book look with learners</p> <p>Planning look</p> <p>Curriculum coverage</p> |
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#### Key Milestones

| December                                                                                                                                                                             | March                                                                                                                                                                                                  | July                                                                                                                                                                                                                                    |
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| <ul style="list-style-type: none"> <li>Baseline questionnaire completed by staff to determine their understanding and highlight areas where they require more confidence.</li> </ul> | <ul style="list-style-type: none"> <li>CRWE is embedded across the school with meaningful opportunities planned for.</li> <li>MER tasks have been undertaken – planning look and book look.</li> </ul> | <ul style="list-style-type: none"> <li>School has achieved the bronze Careers Wales Quality Award.</li> <li>Questionnaires for staff and learners have been completed.</li> <li>Self-evaluation undertaken by lead &amp; HT.</li> </ul> |

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| <ul style="list-style-type: none"> <li>● Baseline questionnaire for learners to measure their understanding of careers and understand the aspirations that they have.</li> <li>● Twilight session with Sean Parry from Careers Wales to explain what CWRE is and how this looks with Curriculum for Wales.</li> <li>● Staff to plan for CWRE opportunities that are purposeful to their inquiries.</li> <li>● MER tasks have been undertaken – Planning look and listening to learners.</li> <li>● Work with Sean Parry from Careers Wales to achieve our bronze Careers Wales Quality award.</li> </ul> | <ul style="list-style-type: none"> <li>● Continue to work with Sean Parry from Careers Wales to achieve our bronze Careers Wales Quality award.</li> </ul> | <ul style="list-style-type: none"> <li>● Review and evaluate the provision and practise for the teaching and learning of inquiry-based learning. Measure progress, identify strengths, areas for development noting any amendments that may be required and further actions to be taken.</li> </ul> |
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|    | <u><b>Actions</b></u>                                                                                                  | <u><b>Personnel</b></u> | <u><b>Date</b></u> | <u><b>MER Time Frames</b></u>                                                                                                                                                          | <u><b>Evidence</b></u>                                | <u><b>Budget</b></u> | <u><b>RAG</b></u> |
|----|------------------------------------------------------------------------------------------------------------------------|-------------------------|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|----------------------|-------------------|
| 1. | Staff and learners to complete baseline questionnaire on CRWE                                                          | All staff               | Sept. 2026         | SIP, analysis and actions created scrutinised by SLT.                                                                                                                                  | Staff questionnaires<br>Learner questionnaires        | N/A                  |                   |
| 2. | Lead to attend CWRE policy writing session with Careers Wales.                                                         | H. Lewis                | 15.10.26           |                                                                                                                                                                                        | CWRE policy                                           | N/A                  |                   |
| 3. | Governors to ratify CWRE policy and link governor chosen.                                                              | Governors               | Autumn Term        |                                                                                                                                                                                        | Minutes                                               | N/A                  |                   |
| 4. | Sean Parry from Careers Wales to hold a twilight to explain what CWRE is and how this looks with Curriculum for Wales. | All staff               | 24.11.26           |                                                                                                                                                                                        | Staff meeting minutes<br>Training materials<br>Audit  | N/A                  |                   |
| 5. | Create, develop and share with all partners a clear vision and rational for CRWE.                                      | All staff               | Sept. 2026         | <b>Autumn Term 2026 - December</b><br>Staff questionnaires<br>Learner questionnaires<br>Listening to learners<br>Planning look<br><b>Spring Term 2027 – February.</b><br>Planning look | Staff questionnaires<br>Lead's analysis<br>FADE forms | N/A                  |                   |

|    |                                                                                                                                                                                                                                                             |                                               |                       |                                                                                                                                                                    |                                                                      |     |  |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-----|--|
|    |                                                                                                                                                                                                                                                             |                                               |                       | Book look<br><b>Summer Term 2024 – April</b><br>Staff questionnaires<br>Learner questionnaires                                                                     |                                                                      |     |  |
| 6. | Continue to embed CRWE and monitor progress.                                                                                                                                                                                                                | All staff                                     | Nov. 2026             | SIP, analysis and actions created<br>scrutinised by SLT.                                                                                                           | FADE forms                                                           | N/A |  |
| 7. | Lead to meet with Sean Parry every 6 weeks to review<br>progress.                                                                                                                                                                                           | H. Lewis & S.<br>Parry                        | 03.11.26              | SIP, analysis and actions created<br>scrutinised by SLT.                                                                                                           | Bronze Award<br>progress form                                        | N/A |  |
| 8. | Careers Wales to assess our progress towards the bronze<br>award and give us next steps.                                                                                                                                                                    | H. Lewis &<br>Careers Wales                   | Spring/Summer<br>2027 |                                                                                                                                                                    | Lead's file                                                          | N/A |  |
| 9. | Review and evaluate the provision and practise for the<br>teaching and learning of inquiry-based learning. Measure<br>progress, identify strengths, areas for development<br>noting any amendments that may be required and<br>further actions to be taken. | H. Lewis<br>J. Hayes                          | Summer Term           | See point 3.                                                                                                                                                       | Staff questionnaires<br>Lead's analysis<br>FADE forms<br>Lead's file | N/A |  |
|    | <b>How we will measure impact:</b>                                                                                                                                                                                                                          | Questionnaires<br>Careers Wales Quality Award |                       |                                                                                                                                                                    |                                                                      |     |  |
|    | <b>External support the school will access to achieve priority:</b><br>Careers Wales                                                                                                                                                                        |                                               |                       | <b>Professional learning needs of all staff (including leadership development) to address<br/>priority:</b><br>High quality training for all staff (Careers Wales) |                                                                      |     |  |