

Three-Year School Development Plan Forecast

	2026 - 2027	2027 - 2028	2028 - 2029
Priority 1	Raise standards of literacy by strengthening early reading (phonics), reading fluency, reading comprehension and spelling, while promoting a culture of reading across the school.	Strengthen pupils' ability to write purposefully across languages and genres, ensuring authentic, and learner-driven content.	Develop confident, independent readers and writers who apply advanced literacy skills purposefully and accurately across all areas of learning.
Priority 2	To improve pupil's fluency in maths skills and application both in and out of the classroom.	Ensure pupils can confidently apply numerical skills in cross-curricular contexts including STEM, enterprise, and digital environments.	Develop mathematical reasoning and problem-solving through real-life, collaborative and enquiry-based learning across the curriculum.
Priority 3	Improve provision of Welsh and utilised technology.	Embed a multilingual culture across the curriculum and further raise the profile of Cymraeg as a community language.	Embed Welsh as a natural language of learning and communication while maximising technology to enhance teaching, learning and assessment.
Priority 4	Continue to evaluate and develop a sense of cynefin through a localised curriculum across the six AoLEs.	Consolidate excellence in AoLE delivery by integrating outdoor, digital, and wellbeing-rich experiences into authentic, place-based learning journeys.	Empower pupils to become ethical, enterprising and informed citizens through authentic local, national and global learning experiences.
Additional Priority / Priorities	Continue to track attendance with a focus on improving late marks. Raise school involvement in national pilot studies and gain recognition for good practice.	Deepen family and community partnerships through co-designed projects and expand global links to support learner agency, diversity, and enterprise.	Sustain excellent attendance and punctuality through strong family partnerships. Embed distributed leadership, research-informed practice and continuous professional learning. Strengthen pupil voice and learner agency so pupils influence curriculum design, wellbeing and school improvement.