

Narberth School Development Plan 2026 - 2027



Priority 1: Assessment for Learning	Develop and embed a consistent, high-quality approach to AfL, where feedback to feedforward is used effectively to improve pupils' writing and mathematical reasoning, leading to measurable improvements in pupil progress and independence.		
Who is leading the project?	SLT, AoLE leads & all Staff	Link Governors:	Julia Howells
Link to Teaching Standards	Collaboration (C): seeking advice and support, working with in-school colleagues, supporting and developing others, enabling improvement. Professional Learning (PL): professional networks and communities.		
Link to SLO	Embedding systems for collecting and exchanging knowledge and learning: systems are in place to examine progress and gaps between current and expected impact.		
Link to 12 Pedagogical Principles	P1. Good teaching and Learning maintains a consistent focus on the overall purposes of the curriculum. P2 Good teaching and learning challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them. P3 - Good teaching and learning means employing a blend of approaches, including direct teaching. P5. Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engaging trust. P6 - Good teaching and learning creates authentic contexts for learning. P7 – Good teaching and learning means employing AFL principles. P8 - Good teaching and learning ranges within and across areas of learning and experience. P9 - Good teaching and learning regularly reinforces cross-curricular responsibilities, including Literacy, numeracy and DC and provides opportunities to practice them. P10 - Good teaching and learning encourages children and young people to take increasing responsibility for their own learning. P12 Good teaching and learning encourages collaboration.		

Where we are now based on self-evaluation 2024 - 25	Success Criteria: We will know we have succeeded when:
Self-evaluation 2025 / 2026:	Success criteria: • High expectations, consistent practice and effective differentiation are evident across all classes, ensuring equitable provision and strong challenge for all pupils, including the more able. • A higher proportion of pupils achieve or exceed expected levels in writing and mathematical reasoning, demonstrating sustained progress over time. • Teaching consistently includes clear modelling, shared writing and structured progression of skills, resulting in improved quality of pupils’ writing. • Writing is progressively developed through consistent teaching of grammar, Talk for Writing approaches and planned opportunities for redrafting, leading to improved written outcomes. • Pupils make meaningful improvements in writing through effective redrafting, supported by clear feedback and increasing independence. • Pupils apply comprehension skills effectively and produce higher-quality written responses across the curriculum. • Feedback to feedforward is consistent across the school, is clearly focused on next steps, and leads to visible improvements in pupils’ work. • Pupils respond promptly to feedback, demonstrate increased independence in improving their work, and show clear progress within lessons and over time. • Pupils demonstrate increasing confidence and accuracy in mathematical reasoning, with improved ability to explain and justify their thinking. • AfL strategies are consistently embedded in all lessons, with effective questioning, responsive teaching and appropriate pace supporting sustained progress. • Lessons are well-paced and purposeful, with minimal lost learning time and learning moving forward without unnecessary repetition. • There is greater consistency in teaching and learning across the school, with high expectations evident in all classrooms and improved pupil outcomes over time.

Step 1 Action Plan (Activities & strategies to make improvement happen)	By who?	Date	Monitoring activity	Est. Cost/ Source	RAG		
					Term 1	Term 2	Term 3

Rationale: we are doing this because: To strengthen the consistency and effectiveness of feedback to pupils so that it provides clear, purposeful feedforward, leading to improved standards in writing—particularly in redrafting—enhanced quality of pupils’ mathematical reasoning, and more effective support for pupils with additional learning needs (ALN).							
1. Strengthen the teaching of writing through explicit instruction - Implement a whole-school approach to the explicit teaching of grammar, tailored to pupils’ stage of development - Embed high-quality modelled and shared writing approaches across all classes - Ensure regular planned opportunities for pupils to redraft and improve their work in response to feedback <i>Refer to ‘Grammar Milestones’ and ‘Progression in non-fiction genres’ documents and ‘Y Fframwaith Iaith’.</i>	AoLE leads		Monitoring activities, Pupil voice & Tracking of pupil progress				
2. Improve the teaching of reading and comprehension to support writing - Develop consistent approaches to the explicit teaching of comprehension skills during the daily reading carousel. - Ensure reading activities support pupils’ understanding of language, structure, and authorial techniques - Strengthen links between reading and writing to support application in pupils’ own work	AoLE leads		Monitoring activities, Pupil voice & Tracking of pupil progress				
3. Embed effective feedback to feedforward practices - Establish whole-school expectations for high-quality, timely feedback that clearly identifies next steps – through timetabled ‘feedback’ sessions. - Provide professional learning for staff on effective feedback strategies – Jayne Etherington. - Ensure feedback is acted upon by pupils, with dedicated time for response and improvement - Provide opportunities for self and peer assessment – Refer to the progressive <i>‘Sentence Stems’</i>	SLT		Monitoring activities, Pupil voice & Tracking of pupil progress				

4. Use feedback to improve redrafting in writing - Develop a structured approach to redrafting based on feedback - Train staff to give precise, actionable feedback that supports improvement in writing - Monitor the impact of feedback on the quality of redrafted work – refer to <i>‘Bookmarks’</i>.	AoLE leads & SLT		Monitoring activities, Pupil voice & Tracking of pupil progress				
5. Use feedback to strengthen mathematical reasoning (Link to Priority 3, with regards to Trust Trios). - Develop a consistent approach to providing feedback that deepens pupils’ reasoning and problem-solving skills - Ensure questioning and feedback require pupils to explain, justify, and refine their thinking - Share best practice in effective feedback for mathematics - Introduce a consistent approach to ‘Guided reasoning’ activities.	AoLE lead & SLT		Monitoring activities, Pupil voice & Tracking of pupil progress				
6. Ensure parity and consistency across English and Welsh streams - Language Leads to work collaboratively to align approaches in both English and Welsh-medium provision - Monitor and evaluate consistency in teaching, feedback, and pupil outcomes across both streams - Share effective practice regularly between staff	AoLE leads and SLT		Monitoring activities, Pupil voice & Tracking of pupil progress				
7.Support all pupils, including those with ALN, with Targeted Interventions - Provide additional support for pupils who require targeted intervention eg. through scaffolding, larger fonts, differentiated work, integrate technology etc. - Ensure adults are deployed effectively to support pupils with ALN	ALNCo Class teachers	Termly	Monitoring activities: pupil voice, lesson obs & book look	N/A			
Rationale: we are doing this because: To build on pupils’ positive understanding of feedback by strengthening the consistency and pace of teaching, ensuring that feedback to feedforward is used more effectively to accelerate learning. This will address variations in lesson pace so that all pupils make strong and sustained progress in their learning.							

Priority 2: Health and well-being	To enhance pupil wellbeing, engagement and resilience by developing high-quality outdoor learning environments and effective nurture provision that supports all pupils, particularly those with social, emotional and mental health needs.		
Who is leading the project:	SLT and class teachers	Link Governor:	Josh Layzell & Kim Good
Link to Teaching Standards	Collaboration (C): seeking advice and support, working with in-school colleagues, supporting and developing others, enabling improvement. Professional Learning (PL): professional networks and communities.		
Link to SLO	Embedding systems for collecting and exchanging knowledge and learning: systems are in place to examine progress and gaps between current and expected impact.		
Link to Pedagogical Principles	P3 - Good teaching and learning means employing a blend of approaches, including direct teaching. P5. Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engaging trust. P4. Good teaching and learning means employing a blend of approaches including those that promote problem solving, creative and critical thinking P6 - Good teaching and learning creates authentic contexts for learning. P7 – Good teaching and learning means employing AFL principles. P8 - Good teaching and learning ranges within and across areas of learning and experience. P9 - Good teaching and learning regularly reinforces cross-curricular responsibilities, including Literacy, numeracy and DC and provides opportunities to practice them.		
Where are we now based on our self-evaluation 2025 - 2026:		Success Criteria	
Self-evaluation 2025 / 2026:		We will know we have succeeded when:	
		Outdoor Learning: • Opportunities for outdoor learning is planned daily as a provision to enhance their learning, in addition to whole class outdoor learning sessions • Outdoor learning activities are purposeful, well-planned, and connected to real-life contexts. • Pupils demonstrate increased engagement, curiosity, and enthusiasm during outdoor sessions. • Outdoor learning spaces are well-maintained, safe, and equipped to support diverse hands-on activities. • Resource banks for outdoor learning are actively used and regularly updated. • Pupils articulate how outdoor learning deepens their understanding of subject content and real-life issues. • Pupil feedback shows positive attitudes towards outdoor learning and a sense of connection to their environment. • Partnerships with local organizations and community resources are established and actively contribute to outdoor learning provision.	

	• gular monitoring (observations, pupil work scrutiny, surveys) indicates sustained and growing outdoor learning opportunities. Pupil well-being: • Target pupils demonstrate improved emotional wellbeing and engagement • Measurable reduction in behaviour incidents for identified pupils • Improved attendance for pupils accessing nurture provision • Increased readiness to learn and successful reintegration into class • Positive feedback from pupils, staff and parents • Consistent use of nurture-informed approaches across the school
--	---

Step 1 Action Plan (Activities & strategies to make improvement happen)	By whom?	Date	Monitoring activity	Est. Cost/ Source	RAG		
					Term 1	Term 2	Term 3
Rationale: To enhance pupils' wellbeing, engagement and resilience by developing nurture provision and the outdoor learning environment, supporting pupils to overcome barriers to learning and engage more effectively.							
1. Establish a clear vision and structure for the nurture group • Define the purpose, target cohort and intended outcomes, linked to improving wellbeing, behaviour and attendance • Agree clear entry and exit criteria (e.g. SEMH need, behaviour, attendance indicators) • Develop a timetable balancing nurture support and class integration • Create a consistent, well-resourced nurture environment	ALNCo & SG						
2. Develop staff expertise in nurture and SEMH approaches • Deliver targeted CPD on attachment-aware practice, trauma-informed approaches and emotional regulation strategies • Ensure whole-staff awareness of nurture principles to promote consistency in behaviour support • Facilitate opportunities to observe effective nurture provision	ALNCo		Monitoring activities				

3. Implement a structured nurture programme • Deliver a progressive curriculum focusing on emotional literacy, social skills and resilience • Embed consistent daily routines to support regulation and readiness to learn • Provide activities that promote cooperation, independence and positive behaviour • Apply to become a Nurture UK accredited school	ALNCo & SG		Monitoring activities	£1800.00			
4. Introduce robust assessment and tracking systems • Baseline pupils on entry (e.g. Boxall Profile or similar) • Track progress in wellbeing, engagement, behaviour and attendance • Review progress regularly and adapt provision accordingly • Use a range of evidence including pupil voice, staff observations and parental feedback	ALNCo & BL (Data and Assessment co-ordinator)		Assessment data Pupil Progress Meetings				
5. Strengthen links with mainstream classrooms • Establish regular communication between nurture staff and class teachers • Support reintegration through planned transitions and shared strategies • Promote consistent approaches to behaviour and emotional regulation across the school	ALNCo All staff		Learning walks and talking to pupils				
6. Engage parents and carers • Communicate clearly the purpose and impact of the nurture group • Provide regular updates on pupil progress, including behaviour and attendance • Offer guidance to support emotional wellbeing and routines at home	ALNCo All staff		Parental engagement				
7. Integrate nurture with the wider school environment • Incorporate outdoor learning to support engagement, regulation and wellbeing • Use outdoor provision to reduce barriers to learning and improve behaviour • Embed nurture-informed practice across classrooms and playtimes	ALNCo Class teachers		Monitoring activities				
8. Monitor, evaluate and sustain impact • Conduct termly reviews of pupil progress, including behaviour and attendance data • Report impact to SLT and governors, including case studies • Identify next steps to refine and sustain provision	ALNCo		Pupil Progress Meetings				

--	--

Priority 3: Leadership and Teaching and Learning	Develop the role of leaders at all levels to ensure collective responsibility for improving teaching and learning, with all leaders actively contributing to and sustaining the sharing of best practice across the school.		
Who is leading:	HT and AHT.	Link Governor:	Linda Tamplin
Link to Teaching Standards	Leadership: taking responsibility for self, exercising corporate responsibility, leading colleague's projects and programmes and supporting formal leadership roles. Professional Learning: Wider reading and research findings, Professional networks and communities, Continuing professional learning, Welsh language skills. Pedagogy: Influencing learners: challenging expectations, listening to learners, learners leading learning, sustained effort and resilience in learners, reflection on learning, learning outcomes and well-being.		
Link to SLO	Creating and supporting continuous learning opportunities for all staff, Learning with and from the external environment and wider learning systems. Promoting team learning and collaboration among all staff; Embedding systems for collecting and exchanging knowledge and learning: Modelling and growing learning leadership		
Link to the 12 Pedagogical Principles	P1-12 and particularly P12. Good teaching and learning encourages collaboration		
Where are we now based on our self-evaluation 2025-2026:		Success Criteria We will know we have succeeded when:	
- Clearly defined job descriptions are now in place for all staff to support distributed leadership (Leadership document). - Teaching and Learning Policy updated and shared at staff meeting– updated to reflect guidance provided as a result of Self-Evaluation practices. - SLT to continue with designated days for shared strategic working and regular designated days are arranged for AoLE leads for monitoring purposes, with a focus on progression across the school. - Further opportunities for leaders to develop their leadership skills, through the sharing of best practice. - Further opportunities for all staff to evaluate their own performance and to identify their areas of strength and areas to develop. To use Trust Trios to further develop and refine their practices to improve teaching and learning through the sharing of best practice.		- All leaders demonstrate clear accountability for teaching and learning within their area. - Regular opportunities for sharing best practice are established and consistently utilised. - Evidence of improved consistency in teaching quality across departments/phases. - Staff report increased confidence and engagement in collaborative professional learning. - Monitoring shows that effective teaching strategies are being implemented across the school. - All leaders clearly articulate and fulfil their role in improving teaching and learning. - The ALNCo effectively supports and drives high-quality provision for learners, working alongside leaders to influence classroom practice. - Staff trios are established and demonstrate measurable impact on classroom practice. - Strong collaboration between teachers and teaching assistants leads to improved learner engagement and outcomes. - Best practice is consistently shared, visible, and embedded across the school. - Monitoring evidences improved consistency in high-quality teaching.	

Step 1 Action Plan (Activities & strategies to make improvement happen)	By whom?	Date	Monitoring	Est. Cost/ Source	RAG		
					Term 1	Term 2	Term 3
Rationale: To improve consistency and quality of teaching, leadership must be distributed and purposeful. Strengthening the role of all leaders will ensure a sharper focus on pedagogy, collaboration, and equity. Structured opportunities such as staff trios will support the sharing and embedding of effective practice between teachers and teaching assistants.							
1. Clarify and strengthen leadership roles - Review and refine role descriptions for all leaders, explicitly outlining expectations linked to teaching and learning. - Ensure all leaders have clear, measurable targets related to improving pedagogy. - Use Performance Management to regularly review progress against these targets.	HT SLT All staff	Ongoing	Monitoring activities, Pupil voice & Tracking of pupil progress				
2. Develop leadership capacity through targeted professional learning - Staff questionnaire to identify strengths and areas to develop - Provide bespoke CPD for middle and senior leaders focused on instructional leadership, coaching, and effective monitoring. - Introduce leadership coaching/mentoring pairs to support ongoing development. - Facilitate opportunities for leaders to observe strong practice within and beyond the school.	HT SLT All staff	Ongoing	Monitoring activities, Pupil voice & Tracking of pupil progress				
3. Establish structured systems for sharing best practice - Implement a yearly programme of learning walks with a clear pedagogical focus. - Schedule regular staff meetings/INSET sessions dedicated to sharing effective teaching strategies. - Create a shared digital platform for capturing and disseminating best practice (e.g. video clips, case studies, resources).	HT SLT All staff	Ongoing	Monitoring activities, Pupil voice & Tracking of pupil progress				

4. Introduce and embed staff trios (teachers and teaching assistants) • Organise all staff into trios • Provide clear guidance and training on how trios should operate (e.g. joint planning, peer observation, reflective dialogue). • Allocate dedicated time each term for trios to observe practice and provide structured feedback. • Focus trio work on agreed whole-school priorities (e.g. questioning, differentiation, pace of lesson, mini plenaries, AfL.). • Require trios to record key reflections and agreed actions, feeding into wider school improvement work and feedback to SLT/Governors. • Staff to evaluate the impact of the Trios on their own teaching and learning	HT SLT All staff	Ongoing	Monitoring activities, Pupil voice & Tracking of pupil progress				
5. Strengthen the effectiveness of AoLE leaders in evaluating and improving the quality of teaching and learning by implementing a robust, purposeful monitoring calendar that focuses consistently on raising standards and improving pupil progress. • Provide targeted professional learning to develop middle leaders' skills in evaluating teaching, learning and pupil progress, ensuring a clear focus on impact. • Leaders to plan and implement a systematic, termly monitoring calendar aligned to whole-school priorities and focused on identified areas for improvement. • Ensure monitoring activities are well-focused and evaluative • Ensure all monitoring activities have a sharp focus on identified groups of learners and their progress. • Leaders should triangulate first-hand evidence to form accurate, evaluative judgements about standards and provision and to feedback to staff. • Leaders should identify clear strengths and precise areas for improvement. • Leaders to follow up on agreed actions and evaluate the extent to which these have improved teaching and raised pupil outcomes. • Use line management processes to hold leaders to account for the impact of their monitoring on improving standards. • Facilitate opportunities for middle leaders to share effective practice in evaluation and improvement across the school.	HT SLT All staff	Termly	Monitoring activities, Pupil voice & Tracking of pupil progress Performance Management				

