



High
aspirations
for all



Ready
Respectful
Safe



St Julian's Primary School

School Development Points

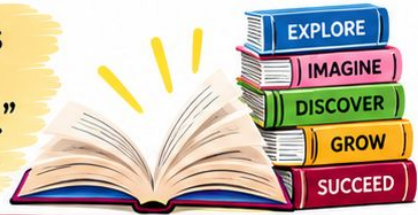




St. Julian's Primary School

School Development Plan 2026-2029

"High aspirations
for all, through
learning together."



Objective 1: **READING**

Further improve pupils' reading skills, with a particular focus on accurate decoding, fluency, comprehension of increasingly complex texts and reading for pleasure.



Why is this a priority?



Strong reading skills are the foundation for success across the curriculum and in later life.



We want all pupils to become confident, enthusiastic readers who can access a wide range of texts and understand increasingly complex ideas.



It supports pupil wellbeing, creativity, imagination and a lifelong love of reading.



Improved reading skills help to close equity gaps and ensure all pupils, regardless of background, can reach their full potential.



What will we do?



High-quality **phonics** teaching in Nursery, Reception, Year 1 and 2 (Jolly Phonics).



Guided reading, shared reading and reading activities across the curriculum.



A wide range of **high-quality texts** through our reading spine, class libraries and the library cabin.



Regular opportunities for independent and paired reading (reading buddies).



Targeted interventions for pupils who need extra support.



Reading for pleasure initiatives (e.g. author visits, competitions, staff stories, parent workshops).



Use of reading assessments to track progress and plan next steps.



How will we do it?



Consistent, high-quality teaching using our agreed reading approach and school strategy.



Professional learning for staff and sharing of best practice.



Use of **assessment** data to identify needs, inform planning and monitor progress.



Pupil voice to shape our reading offer.



Working in partnership with parents and carers.



Creating a positive reading culture through displays, events and whole-school initiatives.



When will we do it?



Autumn Term

- Embed phonics and reading routines.
- Staff professional learning.
- Baseline assessments and identify support.
- Launch reading for pleasure initiatives.



Spring Term

- Develop and refine reading strategies.
- Targeted interventions.
- Author visit / competition.
- Review progress and adjust support.



Summer Term

- Monitor impact.
- Celebrate success.
- Evaluate and plan next steps for the following year.



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Objective 2: **MATHEMATICS**

Further develop pupils' mathematical fluency and reasoning by embedding regular opportunities to apply mathematics across the curriculum, securing rapid recall of key number facts, and strengthening the confident, accurate and efficient use of written calculation methods in Years 4–6.



Why is this a priority?

Strong mathematical fluency and reasoning are essential life skills that enable pupils to succeed across the curriculum and in later life. Our monitoring and assessment show that some pupils, particularly in Years 4–6, lack confidence and accuracy when using written methods for the four operations and do not always have rapid recall of key number facts. We want all pupils to be confident, resilient mathematicians who can apply their knowledge and skills in a range of contexts across the curriculum and everyday life.



What will we do?

- ✓ Strengthen daily mathematics routines, including number fact practice and retrieval.
- ✓ Provide regular opportunities to apply mathematics across the curriculum.
- ✓ Develop reasoning and problem-solving through rich, meaningful tasks.
- ✓ Ensure consistent, high-quality teaching of written calculation methods in Years 4–6.
- ✓ Use assessment to identify gaps and provide targeted support.



Why will we do it?

- ✓ To improve rapid recall of key number facts and place value understanding.
- ✓ To build confidence and accuracy when using written methods for addition, subtraction, multiplication and division.
- ✓ To help pupils apply their mathematical knowledge in real-life and cross-curricular contexts.
- ✓ To develop strong reasoning and problem-solving skills.
- ✓ To ensure all pupils, including those from disadvantaged backgrounds, reach their full potential in mathematics.



How will we do it?



Consistent, high-quality teaching and use of the school's teaching and learning strategy.



Regular fluency practice and retrieval activities (e.g. times tables and key number facts).



Use of manipulatives, stem sentences and reasoning tasks.



Targeted interventions for pupils who need additional support.



Embed opportunities to apply mathematics across the curriculum (e.g. in science, DT, humanities).



When will we do it?



Autumn Term

- Establish and embed daily routines.
- Staff professional learning.
- Baseline assessments and identify support.
- Monitor teaching and pupil progress.



Spring Term

- Develop and refine teaching strategies.
- Targeted interventions.
- Embed cross-curricular opportunities.
- Review impact and make adjustments.



Summer Term

- Monitor and evaluate impact.
- Celebrate progress and success.
- Plan next steps for the following year.



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Objective 3: THE ENQUIRY APPROACH

Further develop and embed the enquiry approach across the curriculum, alongside the consistent implementation of the school's teaching and learning strategy, ensuring that learning is clearly structured, appropriately challenging and responsive to pupils' needs, while progressively developing pupils' independence.



Why is this a priority?

An enquiry-based approach places our learners at the heart of their learning, enabling them to ask questions, explore ideas, make connections and apply their knowledge and skills in meaningful contexts. It supports the development of independent, curious and resilient learners who are well prepared for the challenges and opportunities of the world beyond school. Embedding this approach, alongside our consistent teaching and learning strategy, will ensure high-quality learning experiences that are clearly structured, appropriately challenging and responsive to the needs of all pupils.



What will we do?

- ✓ Embed the enquiry approach across all Areas of Learning and Experience (AoLEs).
- ✓ Ensure consistent implementation of our teaching and learning strategy.
- ✓ Plan engaging, purposeful enquiries that build knowledge, skills and experiences progressively.
- ✓ Provide regular opportunities for pupils to apply their learning in real-life and cross-curricular contexts.
- ✓ Use assessment and pupil voice to ensure learning is appropriately challenging and responsive to needs.



Why will we do it?

- ✓ To develop independent, curious and resilient learners.
- ✓ To deepen pupils' knowledge, understanding and skills across a broad and balanced curriculum.
- ✓ To provide meaningful, real-world contexts that make learning relevant and engaging.
- ✓ To ensure all pupils, including those with additional needs and those from disadvantaged backgrounds, are appropriately challenged and supported to achieve their potential.
- ✓ To prepare pupils with the skills and dispositions needed for future learning, work and life.



How will we do it?

- High-quality planning using the enquiry model.
- Professional learning for staff to develop enquiry-based practice and consistent use of the teaching and learning strategy.
- Pupil voice to shape and evaluate enquiries.
- Use of assessment to monitor progress and adapt learning to meet needs.
- Sharing best practice and moderation to ensure consistency across the school.
- Working in partnership with families and the wider community to enrich learning experiences.



When will we do it?



Autumn Term

- Staff professional learning.
- Develop and refine enquiry planning.
- Baseline monitoring and pupil voice.
- Launch key enquiries across AoLEs.



Spring Term

- Embed and refine practice.
- Targeted support and coaching.
- Pupil voice and learning walk feedback.
- Review progress and make adjustments.



Summer Term

- Evaluate impact.
- Celebrate and share learning.
- Identify next steps for the following year.



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Sut wyt ti?

Da iawn!

Croeso!



Objective 4:

WELSH

Further develop pupils' confidence and proficiency in spoken Welsh by embedding the consistent and purposeful use of incidental Welsh by pupils and staff within lessons and throughout the wider life of the school.



Why is this a priority?

- ✓ Developing spoken Welsh builds our pupils' **identity**, confidence and sense of **belonging**.
- ✓ It supports the **Curriculum for Wales** and our responsibilities as a Welsh Government school.
- ✓ Pupils who can use Welsh in real-life situations are more confident communicators and better prepared for their future.
- ✓ It enriches our school community and celebrates our Welsh language and culture.



What will we do?

- ✓ Ensure **consistent** and **purposeful** use of **incidental Welsh** by all staff throughout the school day.
- ✓ Embed agreed **classroom language** and **routines** in all year groups.
- ✓ Provide staff **professional learning, coaching and resources** to build confidence and accuracy.
- ✓ Plan **engaging** activities and **enrichment opportunities** to promote the use of Welsh.
- ✓ Use **pupil voice** to shape and **evaluate** our Welsh provision.
- ✓ Work in **partnership** with the **Urdd** and local organisations to enhance Welsh language experiences.



How will we do it?



Use a whole-school bank of **incidental Welsh phrases** and classroom language.



Model and reinforce Welsh consistently in lessons, transitions, assemblies and around the school.



Provide staff **training, coaching and peer support** (e.g. First Steps) to develop confidence and accuracy.



Plan **purposeful**, meaningful **opportunities** for pupils to speak Welsh, including across the curriculum and during enrichment activities.



Celebrate and promote Welsh through events, competitions and cultural experiences (e.g. St David's Day, Urdd, Welsh arts and heritage).



Monitor progress through learning walks, pupil voice and staff feedback, and adapt provision as needed.



When will we do it?



Autumn Term

- Establish whole-school routines and agreed incidental language.
- Staff professional learning and confidence audit.
- Launch pupil and staff language challenge.
- Baseline pupil voice and learning walks.



Spring Term

- Embed and refine classroom practice.
- Targeted support for staff and pupils.
- Enrichment activities and wider school opportunities (e.g. Urdd).
- Review progress and make adjustments.



Summer Term

- Evaluate impact and celebrate success.
- Pupil voice and staff feedback.
- Plan next steps for the following year.