School Improvement Plan : Overview

Self-evaluation: Overview 2025 - 2026

Strengths:

During the last academic year, the school focused on implementing the following School Improvement Plan priorities:

- Raising learners' language standards through the continued implementation of oracy and writing programmes and further developing reading skills.
- Delivering high-quality mathematics teaching through effective pedagogy that develops pupils' knowledge, understanding and skills, while creating confident and capable problem-solvers.
- Refining Areas of Learning and Experience planning to ensure clear progression of skills and opportunities to develop independence.
- Ensuring assessment and tracking opportunities are planned effectively and that whole-school systems are further developed to support pupil progress, including consistent tracking of attendance among identified groups.

<u>Key Strengths</u>

The school has made solid progress towards achieving its improvement priorities.

The implementation of the oracy curriculum, the development of literacy-rich environments, strengthened reading provision and regular monitoring of pupil progress have contributed directly to improving learners' language standards. Staff received training in phonological awareness, oral language development and creating literacy-rich environments. Book scrutiny and discussions with pupils show that writing skills are developing systematically from the lower to the upper school. A wide range of writing genres and gradual improvements in vocabulary and language accuracy are evident. Termly progress meetings have enabled staff to identify underachievement and plan appropriate support. Evidence from book scrutiny shows that many pupils are making good progress in extended writing and developing literacy skills across the curriculum.

Professional learning, collaboration through the CLIP network and the development of cross-curricular numeracy opportunities have strengthened staff confidence and increased opportunities for pupils to apply their skills in meaningful contexts. Learning walks show that many pupils are applying numeracy skills in authentic situations. Numeracy mapping across the curriculum is supporting the development of mathematical provision and providing regular opportunities for pupils to use and apply their skills. Professional networks continue to support staff confidence and the refinement of effective teaching practices.

Good progress has been made in refining the curriculum and ensuring clearer progression in skills. The school received a grant for the "Exploring Progression in the Expressive Arts" project, and a computing skills framework was developed with consortium support. These developments and monitoring activities show that pupils receive varied learning experiences that develop skills across all Areas of Learning and Experience.

Assessment and tracking systems are now robust and strengthen staff capacity to monitor and respond to learners' needs. Individual Learning Journey Profiles have been established, and termly meetings with parents have strengthened communication regarding progress. Staff increasingly use questioning characters and self-assessment strategies to develop learner ownership. Progress meetings use assessment data more effectively to identify pupils requiring additional support. The school has also worked with CLIP to develop attendance and punctuality initiatives, including a pupil-produced promotional video.

Areas for development

Literacy

- Ensure consistency in the implementation of reading circles in every class.
- Further develop phonological awareness, including the introduction of the Monster Phonics programme.
- Strengthen the use of constructive feedback and redrafting opportunities.

Numeracy

- Standardise mathematics pedagogy strategies across the school.
- Ensure consistency in differentiating numeracy tasks.
- Further develop independent numeracy provision within the outdoor environment.
- Continue providing meaningful opportunities for pupils to apply skills across the curriculum.

Curriculum

- Implement and embed new planning frameworks for Expressive Arts and Computing.
- Continue developing an inclusive culture through collaboration with a range of agencies.

Monitoring and Assessment

- Provide more opportunities for pupils to respond to feedback.
- Continue detailed monitoring of attendance among specific groups.
- Strengthen consistency in self-assessment across the school.

Evaluation of the 2025/2026 School Development Plan	
Priority	**Evaluation of progress**
Raising learners' language standards through the continued implementation of oracy and writing programmes and further developing reading skills.	Actions taken to strengthen literacy provision have had a positive impact on pupils' progress and language standards. The oral language curriculum, literacy-rich environments and improved reading provision have led to greater consistency in literacy development across the curriculum. Book scrutiny and pupil discussions demonstrate systematic progress in writing skills, broader use of genres, richer vocabulary and improved language accuracy. Many pupils are making good progress in extended writing and applying literacy skills confidently across learning areas. Termly progress meetings and regular monitoring enable earlier identification of underachievement and more targeted support. Overall, evidence shows that consistent provision and monitoring are contributing effectively to improved literacy standards.
Delivering high-quality mathematics teaching through effective pedagogy that develops pupils' knowledge, understanding and skills, while creating confident and capable problem-solvers.	Work to strengthen numeracy across the curriculum is having a positive impact on pupil progress. Monitoring activities show that many pupils are developing numeracy skills consistently and applying them more confidently and independently in authentic contexts. Curriculum mapping has ensured greater consistency and progression. Professional learning and collaboration through CLIP continue to refine teaching practices and strengthen mathematics provision throughout the school.
Refining Areas of Learning and Experience planning to ensure clear progression of skills and opportunities to develop independence.	Good progress has been made in refining the curriculum and ensuring clearer progression in pupils' skills. Work within Expressive Arts and Computing has broadened learning experiences and enables pupils to build upon previous learning while developing their skills progressively. Monitoring activities demonstrate that pupils apply their skills increasingly confidently and independently across a range of contexts.
Ensuring assessment and tracking opportunities are planned effectively and that	Robust assessment and tracking systems allow staff to monitor learner progress more closely and respond promptly to needs. Termly progress meetings ensure that learners requiring additional support are identified

whole-school systems are further developed to support pupil progress, including consistent tracking of attendance among identified groups.	early. Learning Journey Profiles and self-assessment strategies help pupils understand their progress and take ownership of their learning. Attendance and punctuality initiatives support engagement and contribute to sustained progress.

SCHOOL DEVELOPMENT PLAN PRIORITIES 2026/2027		
Priority	**Actions**	**Support**
Improve early reading skills, higher-order reading skills and oral language development through embedding oral language and phonics programmes in Welsh and English.	• Staff training on Welsh Language Teaching in the Welsh-medium Sector: Core Pattern Introduction Programme. • Joint cluster planning for oral language development. • Purchase and implement Monster Phonics across the school. • Deliver training for teaching staff and teaching assistants. • Monitor implementation through observations and scrutiny of work. • Conduct baseline phonics and reading assessments. • Establish a positive reading culture throughout the school. • Create attractive reading environments in every classroom. • Provide regular reading-for-pleasure opportunities. • Promote a wide range of Welsh and English texts. • Develop Reading Ambassadors. • Organise reading events, author visits and "Drop Everything and Read" sessions. • Strengthen partnerships with parents to support reading at home.	Welsh language teaching training Monster Phonics resources Monster Phonics training Phonics and reading assessments Reading resources

	• Plan opportunities to teach and apply higher-order reading skills.
	• Develop a whole-school approach to teaching:
	  • Prediction
	  • Drawing conclusions
	  • Gathering and interpreting information
	  • Evaluating source reliability
	  • Identifying viewpoints and bias
	  • Summarising information
	• Provide regular opportunities for oral and written responses to reading.
	• Provide mentoring and modelling for staff where required.
	• Conduct regular monitoring activities including pupil voice, staff voice, lesson observations, learning walks, planning scrutiny and book scrutiny.	

December Milestones • All relevant staff have received initial training on the Core Pattern Introduction Programme and Monster Phonics. • A joint cluster action plan for developing oral language has been produced, and whole-school expectations have been agreed. • Monster Phonics resources have been purchased, and the programme has begun to be implemented consistently across the relevant classes. • Baseline phonics and reading assessments have been completed to identify pupils' starting points and those requiring additional support. • Attractive reading environments have been established in every classroom, and regular time for reading for pleasure has been embedded within provision. • Reading Ambassadors have been established and have	**March Milestones** • Monster Phonics and the oracy language programme are being implemented consistently, with additional modelling and mentoring provided for staff where required. • Evidence of progress in phonics, early reading and oral language skills is demonstrated through comparison with baseline assessment outcomes. • A whole-school strategy for developing higher-order reading skills has been established, including prediction, drawing conclusions, gathering and interpreting information, summarising, evaluating sources, and identifying viewpoint and bias. • Regular opportunities for pupils to apply higher-order reading skills across the curriculum are evident in planning and in pupils' work.	**July Milestones** • End-of-year assessments show measurable progress in phonics, reading and oral language skills from pupils' starting points. • The majority of pupils use reading strategies more confidently and independently, including higher-order reading skills where appropriate. • Clear evidence shows that pupils transfer and apply their reading skills across a range of contexts throughout the curriculum. • Pupil voice evidence indicates that positive attitudes towards reading have strengthened and that pupils are reading a wider range of Welsh and English texts. • Staff demonstrate greater confidence and

begun promoting Welsh and English books. • Initial monitoring has been carried out to evaluate the consistency of provision and identify next steps.	• Pupils are receiving increasing opportunities to respond to their reading both orally and in writing. • Partnerships with parents have been strengthened through the sharing of strategies and resources to support reading at home. • Reading promotion activities, including activities led by the Reading Ambassadors, have been carried out. • Mid-year monitoring shows greater consistency in the quality of provision and teaching.	consistency in teaching phonics, oral language and reading strategies. • Final monitoring activities, including lesson observations, learning walks, scrutiny of books and planning, and staff and pupil voice, demonstrate a positive impact on learners' standards and progress. • The impact of the priority has been evaluated, and next steps for 2027–28 have been clearly identified.
Strengthen mathematics pedagogy to ensure consistency and impact on pupil progress.	• Agree whole-school principles for effective mathematics pedagogy (modelling, questioning, problem-solving, reasoning and challenge). • Deliver a series of professional learning sessions on mathematics pedagogy and effective practice. • Develop and standardise a whole-school approach to differentiation in mathematics. • Conduct learning walks, lesson observations and book scrutiny with a focus on mathematics pedagogy. • Develop a bank of reasoning and problem-solving activities aligned to learning progression. • Review and improve independent provision in the outdoor environment to support mathematics and numeracy. • Ensure that all classes plan meaningful mathematics and numeracy opportunities across the curriculum. • Develop opportunities for pupils to explain their mathematical strategies using accurate mathematical language. • Continue collaborating through the CLIP and	Mathematics Pedagogy Training. Professional Learning and observation of effective practice. Claire Davies (CSC) – support for the outdoor learning environment (continuous provision)

	professional networks to share and evaluate mathematics teaching practices. • Track pupil progress in mathematics and use the information to inform teaching and interventions	
December Milestones • Effective mathematics pedagogy principles have been agreed across the school, including modelling, questioning, problem-solving, reasoning and challenge. • Staff have received initial professional learning on mathematics pedagogy and effective practice. • A whole-school approach to differentiation and ensuring appropriate challenge in mathematics has been developed and agreed. • Pupils' starting points and progress in mathematics have been identified through the use of assessment and tracking data. • An initial bank of reasoning and problem-solving activities has been developed and aligned with learning progression. • A review of independent mathematical provision, including the outdoor learning environment, has been completed and areas for improvement have been identified. Initial monitoring through learning walks, lesson observations and book scrutiny has identified strengths and areas for development.	**March Milestones** • Effective mathematics pedagogy principles are being implemented more consistently across the school. • Further professional learning, modelling and the sharing of good practice have increased staff confidence in using effective teaching strategies. • Differentiation and challenge strategies are being used consistently to respond to learners' needs and support their progress. • Regular opportunities for pupils to reason, solve problems and explain their strategies using accurate mathematical language are evident in lessons and pupils' work. • All classes are planning meaningful opportunities for pupils to apply mathematics and numeracy skills across the curriculum. • Independent provision, including the outdoor learning environment, provides more purposeful opportunities to develop mathematics and numeracy skills. • Mid-year tracking shows pupil progress and is being used effectively to adapt teaching and provide appropriate interventions. • Collaboration through the CLIP and professional networks is contributing to the refinement and sharing of effective teaching practices.	**July Milestones** • Assessment and tracking data show measurable progress in pupils' mathematical skills from their starting points. • The majority of pupils reason, solve problems and select mathematical strategies with greater confidence and independence. • Pupils are able to explain their thinking and strategies more effectively using appropriate and accurate mathematical language. • There is clear evidence that pupils transfer and apply their mathematics and numeracy skills in meaningful contexts across the curriculum. • Staff demonstrate greater consistency and confidence in applying the principles of effective mathematics pedagogy. • Final monitoring activities, including lesson observations, learning walks, book scrutiny and pupil voice, demonstrate the positive impact of mathematics pedagogy on learners' standards and progress. • The impact of the priority has been evaluated, and the next steps for 2027–2028 have been clearly identified.

Develop an inclusive culture where every learner feels safe, valued and able to thrive.	**IQM (Inclusion Quality Mark)** • Establish a whole-school inclusion working group. • Conduct an inclusion audit against the IQM criteria. • Gather evidence of inclusive practice across the school. • Develop and monitor an IQM action plan. • Share effective practice with stakeholders. **School of Sanctuary** • Register for the School of Sanctuary programme. • Provide training for staff and governors. • Deliver awareness-raising activities through the curriculum. • Develop links with the local community and relevant organisations. • Celebrate the contributions of people from diverse backgrounds. **Children's Rights** • Review the school's vision against the principles of Children's Rights. • Use UNCRC articles when planning learning activities. • Strengthen the role of the School Council and pupil voice groups. • Develop regular opportunities for pupils to contribute to school decision-making. **DARPL (Diversity and Anti-Racist Professional Learning)** • Conduct an audit of the curriculum and learning environment. • Develop resources that reflect the diversity of Wales and the wider world. • Provide professional learning on anti-racism and anti-bias practice. • Monitor the experiences and voices of all groups of learners. **Inclusive Culture** • Review relevant policies through an inclusion lens.	• School of Sanctuary Training • Children's Rights Training

	• Develop an environment that celebrates linguistic, cultural and social diversity. • Ensure that wellbeing and ALN interventions support the needs of all learners. • Use questionnaires, learning walks and pupil voice to monitor learners' sense of belonging	
December Milestones • A whole-school inclusion working group has been established with clear roles and responsibilities. • An initial inclusion audit has been carried out against the IQM criteria, with strengths and areas for development identified. • An IQM action plan has been developed, and evidence of inclusive practice is beginning to be collected. • The school has registered for the School of Sanctuary programme, with staff and governors beginning to receive relevant training. • The school's vision, policies and curriculum have begun to be reviewed through the lens of Children's Rights, DARPL and inclusion. • The School Council and pupil voice groups have been strengthened to increase learners' contribution to decision-making. • Baseline pupil voice data has been collected regarding pupils' feelings of safety, belonging and being valued.	**March Milestones** • The IQM action plan is being implemented and monitored regularly, with increasing evidence of inclusive practices across the school. • The principles of the School of Sanctuary, Children's Rights and DARPL are becoming more evident in learning experiences, the school environment and whole-school activities. • Staff are demonstrating greater confidence in promoting anti-racism, anti-bias practice, children's rights and inclusion. • Resources and the learning environment more consistently reflect the linguistic, cultural and social diversity of Wales and the wider world. • Learners are provided with regular opportunities to express their views and influence decisions that affect their experiences at school. • Links with the community and relevant organisations have been developed to enrich learners' experiences. • Mid-year monitoring shows that wellbeing and ALN interventions are responding appropriately to learners' needs. • Pupil voice indicates a growing sense of belonging, respect and inclusion within school life.	**July Milestones** • Monitoring evidence and learner feedback show that the majority of pupils feel safe, valued and that they belong to the school community. • Learners demonstrate an increasing understanding of rights, diversity, equality and respect for others. • Pupil voice has a clear impact on whole-school decisions and developments. • There is clear evidence that the curriculum and learning environment reflect and celebrate the diversity of Wales and the wider world. • Evidence shows that wellbeing and ALN interventions support learners to engage more effectively with their learning and make progress from their starting points. • Inclusive practices are embedded more consistently across the school, and effective practice is shared with stakeholders. • Final monitoring activities demonstrate a positive impact on learners' wellbeing, sense of belonging, participation and progress.

		• The impact of the priority has been evaluated, and the next steps for 2027–2028 have been clearly identified.
Strengthen assessment for learning and the use of data to secure improved progress.	• Review and agree whole-school expectations for self-assessment and peer assessment. Develop a common assessment language that is appropriate to pupils' age and stage of development. • Provide regular opportunities for pupils to identify their strengths and set clear next steps for improvement. • Develop the effective use of workbooks, digital portfolios and learning discussions to support reflection on learning. • Share effective practice through staff meetings and moderation activities. • Review systems for collecting, tracking and presenting data to ensure consistency. • Support staff to analyse standardised test results and internal data in order to identify patterns and trends at individual, group and class level. Develop staff confidence in interpreting data and using assessment information to inform teaching. • Hold termly progress meetings between leaders and teaching staff. • Use data findings to inform planning, interventions and challenge provision.	
December Milestones • Whole-school expectations for self-assessment and peer assessment have been reviewed and agreed. • A common assessment language, appropriate to learners' age and stage of development, has been established across the school.	**March Milestones** • Self-assessment and peer assessment are being used more consistently and effectively across the school. • Learners are given regular opportunities to identify their strengths and understand their next steps in learning.	**July Milestones** • End-of-year data shows measurable progress by learners from their starting points, with evidence that interventions and challenge provision have had an appropriate impact.

• Systems for collecting, tracking and presenting data have been reviewed to ensure consistency and reliability. • Baseline data and standardised test results have been analysed to identify starting points, patterns, groups and learners requiring additional support or challenge. • Termly progress meetings have been established between leaders and teaching staff. • Staff have begun sharing effective assessment for learning practices through staff meetings and moderation activities. • Initial monitoring has been carried out to identify strengths and areas for development in assessment practices.	• Workbooks, digital portfolios and learning discussions are being used more effectively to support reflection on progress. • Staff are demonstrating greater confidence in interpreting data and responding to assessment information when planning learning and teaching. • Termly progress meetings identify learners and groups requiring additional support or challenge and lead to specific actions. • Assessment data is being used more consistently to adapt planning, target interventions and ensure an appropriate level of challenge. • Moderation activities and the sharing of good practice are ensuring greater consistency in assessment expectations and practices.	• The majority of learners are able to identify their strengths, understand their progress and identify clear next steps in their learning. • Learners use self-assessment and peer assessment with greater confidence and independence to improve the quality of their work. • Staff use data and a range of assessment information confidently to identify learners' needs and adapt teaching in a timely manner. • Tracking systems provide a clear picture of the progress of individuals, groups and classes, enabling leaders to identify underachievement and take prompt action. • Final monitoring activities demonstrate that more consistent assessment practices and the effective use of data are having a positive impact on learner progress.