School Priorities: Synopsis

School Self-evaluation: Overview
Strengths: The school has a caring and inclusive ethos. Learners are polite and show respect towards one another and towards adults. Learners take pride in their school and are proud to be part of its community. There is a wide range of opportunities for pupils to contribute to school life through a variety of committees. Learners have a good awareness of the United Nations Convention on the Rights of the Child. Teachers engage learners through a creative and innovative approach to curriculum planning. Learning experiences enable learners to develop their skills, knowledge and understanding in a cross-curricular and integrated way. Staff have high expectations of every learner and use a wide range of resources imaginatively to challenge all groups of learners. There are very strong professional relationships between learners and staff. Learners make good progress across the school from their varied starting points. The school has a clear vision that aligns closely with the principles of the Curriculum for Wales. There is a culture of enquiry and development across the school, with staff regularly reflecting on their pedagogy. The school has a strong focus on staff professional development. Pupils' digital skills are well developed, and they use these skills effectively across all areas of learning. Pupils enjoy their lessons and demonstrate positive attitudes towards learning

TEMPLATE

Areas for Development

- Strengthen the reading skills, reading comprehension and enjoyment of reading for all learners.
- Foster an inclusive culture where every learner feels safe, belongs and is able to achieve their full potential.
- Improve pupils' mathematical skills so that they can confidently apply their knowledge, understanding and skills across a range of contexts.

TEMPLATE

School Action Plan Evaluation 2025 /2026	
Priority	**Evaluation**
Increase opportunities to develop learners' oracy and speaking and listening skills across the curriculum.	By the end of the academic year, the school has made significant and sustainable progress towards achieving this priority. Leaders have ensured a systematic, clear and consistent approach to the teaching of oracy through the use of Voice 21 strategies and spoken language projects across Progression Steps 2 and 3, supported by resources shared through staff training. As a result, there has been an improvement in the quality of provision and in the progression of skills across year groups
Ensure broader opportunities to develop pupils' Health and Well-being and embed it within the school's curriculum.	Overall, the activities undertaken have helped to strengthen the school's culture of health and well-being, develop staff capacity, improve transition arrangements and increase the emotional support available to pupils. As a result, the school is establishing a more cohesive and effective provision that supports the well-being, progress and success of all learners

Ensure that we maximise every opportunity for learners to apply and develop their numeracy skills across all Areas of Learning and Experience.	The school has made strong and purposeful progress in developing pupils' ability to apply numeracy skills across the Areas of Learning and Experience**.** Leaders have maintained a clear focus on strengthening staff understanding of how to provide meaningful opportunities for the application of numeracy skills through professional learning, including training delivered by Liz Tillman. Effective strategies and resources have also been introduced to support pupils in improving their work independently. Evidence from book scrutiny, lesson observations and pupil voice demonstrates that purposeful opportunities are being provided for learners to apply their numeracy skills across the curriculum. In addition, most teachers are using an appropriate range of strategies to support the development of these skills. As a result, there is greater consistency and effectiveness in the application of numeracy skills across the school
Ensure broader opportunities to develop learners' curiosity, enquiry skills and engagement within Science and Technology	Overall, this priority has strengthened pupils' enquiry, creativity, problem-solving and collaborative skills, while developing stronger links between classroom learning and real-life contexts**.** Evidence gathered through photographs, book scrutiny and pupil voice indicates higher levels of engagement, confidence and enthusiasm among pupils, alongside greater consistency in provision and staff practice across the school. As a result, learners are demonstrating increased curiosity and a deeper understanding of Science and Technology through meaningful and purposeful learning experiences
Further coordinate and develop the school's self-evaluation processes, while strengthening the voice of all school stakeholders	Overall, this priority has contributed to strengthening communication with stakeholders, extending pupil participation in school leadership, developing effective teaching practices and ensuring that staff play a central role in shaping the school's strategic direction. As a result, a collaborative and inclusive culture of continuous improvement has been further strengthened across the school, supporting sustained school development and shared accountability for improvement. .

TEMPLATE

School Development Plan Priorities 2026 /2027		
Prioroties	**Action Plan**	**Support**
1. Strengthen learners' reading skills, reading comprehension and enjoyment of reading through the development of a comprehensive, consistent and progressive provision that supports improvement and sustained progress.	• The school has implemented a whole-school Higher Reading Skills Programme with clear expectations for each year group. • All staff demonstrate a consistent understanding of reading progression and effective reading strategies. • Planned opportunities to develop reading skills and reading comprehension have been embedded across all classes. • The Monster Phonics programme has been successfully established in Years 3 and 4	• The cluster has brokered external support to develop assessment practices. • Leaders attend appropriate network meetings to share good practice. •
December Milestones Introduce activities and resources that develop higher-order reading skills during the September INSET day for all staff. Staff collaboratively plan activities based on a chosen book, using the Cluster Reading Plan. Staff consistently adopt and use higher-order reading strategies and activities across the school with appropriate texts.	March Milstones Use baseline and termly assessments to ensure that provision responds to the specific needs of learners. Ensure that pupils transfer the skills developed during sessions to their everyday reading and writing. Use progress data to evaluate the impact of the programme and to plan next steps.	**July Milestones** Monitor pupils' understanding during *"Reading Together"* (*Rethinking Reading*) sessions, focusing on how they respond, discuss and read. Carry out learning walks and work scrutiny activities focused on the development of reading skills. Use pupil voice to assess pupils' understanding, confidence and enjoyment of reading. Regularly analyse data and evidence in pupil progress meetings to identify strengths, areas for

PLAIE

		development and next steps. Ensure that teachers use assessment information to adapt reading plans and provision to meet learners' needs.
2. To foster an inclusive culture where every learner feels safe, has a sense of belonging and achieves their full potential.	• Nearly all learners report that they feel safe, are treated with respect, and have a sense of belonging within the school community. • Learner participation in learning, enrichment and leadership activities is high, with groups of learners having equal access to opportunities. • Pupil voice effectively influences whole-school decision-making, and most learners can provide clear examples of the impact of their contributions. • Learning observations and quality assurance activities demonstrate consistent inclusive practices across the school.	IQM Training
December Milestones Conduct a baseline audit of the school's inclusive provision against the IQM framework to identify strengths and development priorities.	**March Milestones** Ensure that the voices of all groups of learners, including vulnerable learners, are represented. Use Tracker data to target different groups of learners effectively.	**July Milestones** Enable pupils to understand and make connections between school activities and their physical, emotional and mental wellbeing.

TEMPLATE

Develop and implement an IQM Action Plan focused on strengthening inclusive culture, policies and practices across the school. Gather systematic evidence of the impact of inclusion work through monitoring pupil voice, parent voice, ALN provision, learner progress and quality assurance activities. Engage with the external assessment process and ensure that the school meets the criteria required to achieve IQM Accreditation. Use the recommendations from the external assessor to inform continuous improvement and further develop inclusive practice	Conduct pupil inclusion questionnaires and analyse the data to inform future learning and provision. Plan, develop and create a Sanctuary Garden that is inclusive, promotes wellbeing, and is accessible and suitable for everyone.	Develop pupils' understanding of the five elements of wellbeing and their ability to recognise how daily actions and experiences can contribute positively to their overall wellbeing. Monitor schemes of work to ensure that diversity remains an integral part of the school curriculum and is embedded naturally across learning experiences.
3. To improve pupils' mathematical skills so that they can confidently apply their knowledge, understanding and skills in a range of contexts	Most pupils make strong progress in their mathematical knowledge and understanding from their starting points. Most pupils achieve or exceed the expected progress in mathematics, based on the school's assessment data. Most pupils demonstrate improved accuracy and fluency when using number, algebra, measure, shape and data appropriate to their progression step. Most pupils independently select and use effective mathematical strategies when solving increasingly complex problems.	CSC Mathematics and Numeracy leaders Internal INSET training
December Milestones Conduct a staff audit to evaluate how each year group is using the Big Maths programme.	**March Milestones** Use weekly **Big Maths** assessments to identify pupils' strengths and areas for development.	**July Milestones** Promote strategies that enable pupils to explain and justify their methods and answers during Big Maths

TEMPLATE

Review and refine the Big Maths mathematics scheme to ensure clear progression in mathematical knowledge, skills and concepts. Use INSET meetings to ensure regular opportunities for pupils to apply their learning through reasoning and problem-solving tasks during weekly problem-solving days	Monitor pupil progress on a termly basis and provide targeted interventions where needed	sessions and mathematics lessons. Develop pupils' mathematical independence and resilience when tackling challenges and solving problems. Encourage pupils to select and use appropriate mathematical strategies with increasing confidence across a range of contexts. Ensure that pupils can apply their mathematical knowledge, understanding and skills effectively in real-life and cross-curricular situations.
4. To develop leadership capacity across the school in order to empower all staff to contribute effectively to continuous improvement and raise standards for learners	• All staff lead or actively contribute to a school improvement project. • Leaders at all levels use evidence effectively to identify strengths and areas for improvement. • The quality of monitoring, evaluation and feedback is consistently high across the school. • More staff demonstrate confidence in leading initiatives and sharing effective practice. • The impact of leadership activities is evident in learner standards, the quality of provision and wellbeing.	Professional learning for all staff and extended support

TEMP

December Milestones Staff are aware of the school's 2026/27 priorities and understand how they contribute to achieving them. Areas of Learning and Experience teams develop Action Plans based on the monitoring and assessment outcomes from the previous year. A new plan is created that identifies key areas for development and staff members who will take the lead on these priorities, feeding into the School Development Plan	**March Milestones** Establish triads focused on developing a specific aspect of the School Development Plan across the school. Implement a timetable that enables triads to research, develop and refine strategies, take a lead on implementation, and present their findings and outcomes to all staff. Provide opportunities for staff to observe one another's practice across the school to promote collaboration, professional dialogue and the sharing of effective practice.	**July Milestones** Staff have opportunities to monitor and evaluate one another's work through learning walks and rapid work scrutiny sessions. Staff lead INSET meetings to share findings from monitoring activities and disseminate effective practice across the school. Staff engage in professional learning programmes and accredited courses, such as PSQM (Primary Science Quality Mark). During pupil progress meetings, staff have opportunities to analyse data alongside leaders and develop action plans for individual pupils and specific groups, such as FSM (Free School Meals) learners and ALN (Additional Learning Needs) pupils.