



Pentyrch Primary School

School Development Plan

2025-2028

VALUES STATEMENT

Pentyrch Primary School is a caring, inclusive school at the heart of the community. Together, we nurture a love of learning in a safe, inclusive and inspiring environment where wellbeing is at the heart of everything we do. Every child and staff member is valued and empowered to thrive.

We work hand in hand with families and the wider community. Everyone has a voice and everyone belongs. We believe in the power of teamwork between pupils, staff, parents and the wider community to achieve shared success. We encourage every child to try their best, embrace mistakes, never give up and bounce back from failure. We learn from challenges and grow stronger together.

We believe all children can achieve great things. We encourage curiosity and help every child to flourish academically, socially and emotionally. Through high expectations, creativity, and strong community partnerships, we aim to develop confident, compassionate, well-rounded learners who are proud of who they are and who are prepared for the challenges of tomorrow and to contribute positively to the world around them.

We use shared evidence-based practice to shape a creative, nurturing learning environment. Our curriculum continues to evolve and develop through partnership with our pupils and the wider community, and delivers on our determination to foster the acquisition of wide-ranging skills and nurture a caring empathetic outlook.

Our core values are:

Honesty – we encourage honesty and integrity, ownership of actions and building trust in relationships in order to grow into responsible and respectful individuals.

Respect – we treat everyone with kindness and value differences, fostering a culture of mutual respect and understanding.

Determination-we keep going when things get tough. With courage, effort and a 'can do' attitude, we work hard to achieve our goals and never give up on ourselves or each other.

The school context

Since 2018 Pentyrch Primary School has focused on developing a strong vision and plan for the long-term future of PPS as a community focused school to respond to the growing needs of families and the changing demographic of the catchment. A review of provision for local children identified:

- Community needs of local primary school not being met resulting in parents accessing private childcare and as a result taking up school places in other areas.
- A lack of quality wrap around provision in area.
- Threat to viability of PPS school following a period of instability resulting in falling roll.

Action plans from 2018-2023 demonstrate the range of initiatives implemented and the impact that they have had on children and families of Pentyrch and surrounding areas.

The main priorities:

- Establish PPS as a one form entry school for local children including new state Nursery provision.
- Provide wrap around care (Nursery) and after school care for families, co-located to enable families to access services out of hours.
- Invest in learning environments to create a community focused school, co-locating key services and securing stronger engagement with parents and carers outside traditional hours.
- Building strong partnership with families – reflecting the changing demographic of the catchment.
- Responding to the needs of their community – providing Nursery state education with wrap-around care for working families.
- Ensuring better outcomes for pupils developed through forming trusting relationships and partnerships via a formal Collaboration with a partner primary school.

In 2019 an arrangement was brokered by the Local Authority to build capacity in leadership and to support the school in the form of a formal Collaboration with Llanishen Fach Primary School. Hampered by falling roles and building issues, the school struggled to be financially viable, and the school was under the threat of closure. The Collaboration has now been in place for six years, its structure and purpose has evolved over time. In 2021, the schools' Governing Body and leadership team were instrumental in securing a new build for the school, to provide a Foundation Phase extension, State Nursery and wrap-around care facility.

Impact:

- Improved outcomes for learners.
- Greater capacity for school leadership.
- School role has increased from 112 – 191
- First Nursery intake Jan 2023, for 12 pupils rising to 28 by the year end. Nursery intake 2024-25 =33 pupils. Predicted intake Sept 2025 – 20 pupils with a Jan / April 2026 intake to follow.
- New build opened in June 2024.
- Jan 2025 – afternoon Nursery and wrap around opened.
- Jan 2025 - provision for pre-school sessions for 2 year olds opened.
- School is now open for community use, with a wider range of services and support for families.
- Stronger partnerships with families.
- PTA
- Fully developed formal Collaboration with Llanishen Fach Primary School. Recently collaborated with Rhydypenau Primary School November 2025.

2025 - 2028



To further embed a safe, supportive and inclusive culture that promotes the mental, emotional, and physical wellbeing of all staff and pupils, enabling them to thrive and achieve their full potential.

- **Start:** Review staff workload and well-being to ensure sustainable practices that support high-quality teaching and leadership.
- **Sustain:** Develop a diverse and inclusive curriculum that broadens pupils' understanding of local and global perspectives and supports them to become ethically informed citizens.
- **Strengthen:** Continue to strengthen strategies for identifying and supporting pupils' wellbeing and attendance across the school.

Enhance the quality and use of all learning spaces to support the skill development, engagement, and academic progress of all pupils.

- **Sustain:** Enhance the learning environment for Years 3–6 to promote inquiry-based learning, fostering independence, collaboration, and deep thinking across all Areas of Learning and Experience.
- **Strengthen:** Continue to promote independence and develop pupils' skills, knowledge, and understanding by providing high-quality, developmentally appropriate provision across all learning spaces from Nursery to Year 2.

Ensure that the next steps in pupils' learning are identified effectively during lessons and over time.

- **Start:** To develop Welsh language learning by ensuring pupils' next steps are effectively identified and planned for through increased use of incidental Welsh and progressive skill development.
- **Sustain:** Evaluate feedback and next steps processes to ensure consistency and to ensure pupils are able to identify their progress and act upon next steps in learning.
- **Strengthen:** Review learning and teaching strategies for literacy and numeracy to ensure value added from starting point improves for all groups of pupils.

To continue to develop leadership in the changing landscape of the collaboration.

Start: Establish regular in-house TA forums for sharing expertise, leading training, and driving a self-improving system across schools (mainstream and SRB).

Sustain: Sustain coaching practices through regular sessions and reflection to support staff growth and leadership.

Strengthen: Embed distributed leadership by strengthening teams to drive key improvement priorities.

Continue to develop aspects of the New Curriculum for Wales, ensuring that teaching, assessment, and progression are aligned to support all pupils in achieving their full potential.

Start: Develop assessment procedures to track and support learning behaviours and progression of skills across the mainstream and SRB.

Sustain: Develop inquiry-based learning

Strengthen: Ensure progression is achieved by all children through developing and refining scope and skills progression in Literacy, Numeracy, and Expressive Arts.

<p>WELLBEING</p> <p>1. To further embed a safe, supportive and inclusive culture that promotes the mental, emotional, and physical wellbeing of all staff and pupils, enabling them to thrive and achieve their full potential.</p>	<p>Start: Review staff workload and well-being to ensure sustainable practices that support high-quality teaching and leadership.</p> <p>Sustain: Develop a diverse and inclusive curriculum that broadens pupils’ understanding of local and global perspectives and supports them to become ethically informed citizens.</p> <p>Strengthen: Continue to strengthen strategies for identifying and supporting pupils’ wellbeing and attendance across the school.</p>	<p>Start – Staff workload and well-being: Staff workload is manageable and wellbeing is supported. Teaching and leadership standards are maintained or improved. Sustainable working practices are evident in planning and leadership.</p> <p>Sustain – Diverse and inclusive curriculum: Curriculum reflects diverse local and global perspectives across all AOLES. Pupils demonstrate understanding of different perspectives and ethical issues. MER processes show inclusive learning approaches embedded in learning.</p> <p>Strengthen – Pupil wellbeing strategies: SELF philosophy embedded across the curriculum.</p> <p>Wellbeing needs are identified early and consistently using the SDQ criterion. Support strategies, including attendance interventions, are monitored and effective; whole-school attendance improves. Whole school attendance increases to 94%. Bespoke provision meets the health and wellbeing needs of all pupils.</p>
<p>ENVIRONMENT</p> <p>2. Enhance the quality and use of all learning spaces to support the skill development, engagement, and academic progress of all pupils.</p>	<p>Sustain: Enhance the learning environment for Years 3–6 to promote inquiry-based learning, fostering independence, collaboration, and deep thinking across all Areas of Learning and Experience.</p> <p>Strengthen: Continue to promote independence and develop pupils’ skills, knowledge, and understanding by providing high-quality, developmentally appropriate provision across all learning spaces from Nursery to Year 2.</p>	<p>Sustain – Provision Year 3-6</p> <ul style="list-style-type: none"> ● Learning spaces promote curiosity, independence, and collaboration. ● Pupils take ownership by posing questions and leading inquiries. ● Resources, including digital tools, are used effectively to support inquiry. ● Teaching consistently fosters problem-solving and critical thinking. ● Pupils show progress in independence, higher-order thinking, and application of skills. <p>Strengthen – Provision N-Year 2</p> <ul style="list-style-type: none"> ● Learning spaces provide high-quality, developmentally appropriate resources that promote independent learning. ● Pupils demonstrate increasing skills, knowledge, understanding, and ownership of their learning. ● Staff effectively support exploration, problem-solving, and self-directed learning, resulting in clear progress for all pupils.
<p>LEARNING</p> <p>3. Ensure that the next steps in pupils’ learning are identified effectively during lessons and over time.</p>	<p>Start: To develop Welsh language learning by ensuring pupils’ next steps are effectively identified and planned for through increased use of incidental Welsh and progressive skill development.</p>	<p>Start – Next steps in Welsh learning</p> <ul style="list-style-type: none"> ● Teachers consistently identify and plan for pupils’ next steps in Welsh language learning. ● Pupils make clear, measurable progress moving from simple vocabulary and phrases to extended response and more complex structures over time.

	<p>Sustain: Evaluate feedback and next steps processes to ensure consistency and to ensure pupils are able to identify their progress and act upon next steps in learning.</p> <p>Strengthen: Review learning and teaching strategies for literacy and numeracy to ensure value added from starting point improves for all groups of pupils.</p>	<ul style="list-style-type: none"> Incidental Welsh is used purposefully to reinforce and extend formal learning supporting progression. <p>Sustain – Feedback and Next Steps:</p> <ul style="list-style-type: none"> Consistent whole-school feedback approaches with feedback leading to measurable improvement across all areas of the curriculum. Pupils can identify and reflect on progress and next steps in learning. <p>Strengthen – Literacy and Numeracy:</p> <ul style="list-style-type: none"> Clear, consistent strategies across the curriculum. Value-added progress improves for year 3 numeracy and year 2 and 6 literacy. High-quality teaching practices evident. Gaps in attainment narrowing over time.
<p>LEADERSHIP</p> <p>4. To continue to develop leadership in the changing landscape of the collaboration.</p>	<p>Start: Establish regular in-house TA forums for sharing expertise, leading training, and driving a self-improving system across schools (mainstream and SRB).</p> <p>Sustain: Sustain coaching practices through regular sessions and reflection to support staff growth and leadership.</p> <p>Strengthen: Embed distributed leadership by strengthening teams to drive key improvement priorities.</p>	<p>Start: Establish regular in-house TA forums:</p> <ul style="list-style-type: none"> Forums held regularly with active staff participation. TA-led strategies applied in classrooms. Impact on pupil outcomes monitored. <p>Sustain: Sustain coaching practices:</p> <ul style="list-style-type: none"> Consistent coaching activities improve teaching and leadership, support professional growth, and embed a self-improving school culture. Staff set, monitor, and reflect on personal and professional development goals developing self-reflection, accountability and ongoing improvement. <p>Strengthen: Embed distributed leadership:</p> <ul style="list-style-type: none"> Collaborative teams with clear roles lead key SIP initiatives. Staff demonstrate increased leadership capability. Teams drive measurable improvements in teaching, learning, or school processes.
<p>INNOVATION</p> <p>5. Continue to develop aspects of the New Curriculum for Wales, ensuring that teaching, assessment, and progression are aligned to support all pupils in achieving their full potential.</p>	<p>Start: Develop assessment procedures to track and support learning behaviours and progression of skills across the mainstream and SRB.</p> <p>Sustain: Develop inquiry-based learning</p> <p>Strengthen: Ensure progression is achieved by all children through developing and refining scope and skills progression in Literacy, Numeracy, and Expressive Arts.</p>	<p>Start: Development assessment procedures:</p> <ul style="list-style-type: none"> Assessment procedures align with the New Curriculum. Learning behaviours and skills are consistently tracked across AOEs. Data informs planning, interventions, and next steps for all learners. <p>Sustain – Develop inquiry-based learning:</p> <ul style="list-style-type: none"> Inquiry-based teaching developed across AOEs. MER processes confirm consistent inquiry-based approaches across the school. Pupils demonstrate increased curiosity, critical thinking, and problem-solving. Improved outcomes for pupils linked to inquiry skills.

		<p>Strengthen: Progression</p> <ul style="list-style-type: none">● Systematic progressive progression/skills pathway created that aligns all existing skills documents into the Areas of Learning and Experience (AOLEs)● Skills progression is clearly mapped across all AOLEs.● All pupils demonstrate measurable progress in each AOLE over time.● Gaps in learning are identified and addressed promptly.● Teaching sequences reflect increasing challenge and development of skills for all learners.
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Pentyrch Primary School Improvement Plan 2025 –2028

Priority 1: Wellbeing

Target: To further embed a safe, supportive and inclusive culture that promotes the mental, emotional, and physical wellbeing of all staff and pupils, enabling them to thrive and achieve their full potential.

National Priorities:	Budget: ALN implementation Grant £3707 EY development Grant £1150	
Actions:	Success Criteria: Key measurable evidence- how will we know this priority has been effectively addressed?	
<p>1. Start: Review staff workload and well-being to ensure sustainable practices that support high-quality teaching and leadership.</p>	<p>Start – Staff workload and well-being:</p> <ul style="list-style-type: none"> ● Staff workload is manageable and wellbeing is supported. ● Teaching and leadership standards are maintained or improved. ● Sustainable working practices are evident in planning and leadership. 	
<p>2. Sustain: Develop a diverse and inclusive curriculum that broadens pupils’ understanding of local and global perspectives and supports them to become ethically informed citizens.</p>	<p>Sustain – Diverse and inclusive curriculum:</p> <ul style="list-style-type: none"> ● Curriculum reflects diverse local and global perspectives across all AOEs. ● Pupils demonstrate understanding of different perspectives and ethical issues. ● MER processes show inclusive learning approaches embedded in learning. 	
<p>3. Strengthen: Continue to strengthen strategies for identifying and supporting pupils’ wellbeing and attendance across the school.</p>	<p>Strengthen – Pupil wellbeing strategies:</p> <ul style="list-style-type: none"> ● SELF philosophy embedded across the curriculum. ● Wellbeing needs are identified early and consistently using the SDQ criterion. ● Support strategies, including attendance interventions, are monitored and effective; whole-school attendance improves. Whole school attendance increases to 94%. ● Bespoke provision meets the health and wellbeing needs of all pupils. 	

Action 1:
Start: Review staff workload and well-being to ensure sustainable practices that support high-quality teaching and leadership.

Tasks: What are you going to do?	Responsibility Who is going to do it?	Time Scale When will it happen?	Resources/ Training What will they be? What will it cost?	Monitoring – Refer to yearly monitoring plan How will you know if the action is proceeding as planned? Evaluation – Who? What difference has it made to the pupil's learning?
Consider use of AI and impact on staff workload. Initial introduction to use of AI – Microsoft Co – Pilot.	LF – IT lead	Sept 2025	Toolbox Tuesday	Baseline established to determine actions going forward for professional learning.
Sharing of good practice and use. Establish a baseline for current usage and understanding.	PPS staff	Sept 2025	Toolbox Tuesday	Baseline established to determine actions going forward for professional learning.
Strengthen wellbeing and professional cultures. Review leadership release times to build further capacity to support key areas e.g. ALNCo capacity.	EHT / HofS	Nov 2025	Use of outdoor learning time to release staff	Increased sense of agency and capacity in key areas.
Review of assessment procedures linked to Priority 5	EHT / HofS	Jan 2026		Systems and processes refined to streamline assessment procedures. Quality and efficiency of processes maintained.
Review of staff workload	NH	Jan 26		EHT & HoS to ensure staff workload is manageable and effective

Action 2: Sustain: Develop a diverse and inclusive curriculum that broadens pupils' understanding of local and global perspectives and supports them to become ethically informed citizens (CLIP priority – 2025-6)				
Tasks: What are you going to do?	Responsibility Who is going to do it?	Time Scale When will it happen?	Resources/ Training What will they be? What will it cost?	Monitoring – Refer to yearly monitoring plan How will you know if the action is proceeding as planned? Evaluation – Who? What difference has it made to the pupil's learning?
Audit current curriculum content to identify representation gaps in diversity, equity and inclusion. Learning walk conducted.	HofS / Lead TLR	Nov 25		Review of current provision to enable planning for further development of a diverse and inclusive curriculum.
Further development of pupil leadership opportunities through all groups with RRSA leading projects across the school.	Lead TLR / RRSA lead	Dec 25	Fortnightly pupil leadership meetings 1-1.30 / Half termly Senedd meetings	Project outcomes and pupil voice through platforms such as Senedd and assemblies show greater understanding and pupils embodying ethically informed citizens.
Professional learning for all staff on developing an inclusive curriculum – EMTAS and global citizenship – Rights Respecting Schools.	CLIP	26 th November 25	Online INSET session with CLIP schools	Staff have a wider understanding of the importance of providing a diverse and inclusive curriculum.
Make revisions to long and medium term planning.	HofS / Teaching staff	Jan 26		Scrutiny of long and medium term planning templates
Continue to develop community partnerships to enhance pupils' understanding of local and global diversity.	HofS / Lead TLR	March 26		Strong partnerships in place to enable the school to continue to develop an understanding of local and global diversity.



Pentyrch Primary School Improvement Plan 2025 – 2028

Priority 2: Environment

Target: Enhance the quality and use of all learning spaces to support the skill development, engagement, and academic progress of all pupils.

<p>Why? MER activities 2022-2024 identified the limitations of current learning environment due to extensive building work – Nursery and school expansion. Monitoring of children’s learning over the last two years has identified a loss of vital skill development in all year groups, particularly Rec- y4???. Observations using the Leuven’s Scale indicated that pupils struggled with simple life skills: taking it in turns, spatial awareness, independence. An increase in pupils identified with ALN (-6%) and 13.3% ALN ‘concerns’, the development of an SRB (10 pupils severe and complex learning needs), a drop in on entry baseline assessments and a new Nursery setting has necessitated further definition of earliest stages of learning for a wider number of staff. In response to this ‘Progression Pathways’ have been developed by staff to ensure the consistent progression and application of skills through open-ended tasks at the earliest stages of development in a range of areas. This is to ensure every adult in the setting has a clear understanding of the next steps in learning in the wide range of provision areas in the learning environment. They aim to capture staff experience of leading learning in the earliest stages and have been created using child development milestones and staff experience. They will align with the progression steps of the New Curriculum for Wales. The pathways will inform the day-to-day classroom provision, practice of all adults allowing them to consider their role, the resources appropriate to the stage of development and the next steps based on individual needs of all pupils. There is a further need to upskill new staff to ensure that the pathways are consistently implemented and assessed. Building on this action aims to develop further areas of the school (new and existing) that have further potential to promote greater independence, collaboration and application of skills in line with the NCFW.</p>	
<p>Budget: EIG Grant £40,000</p>	
<p>Actions:</p>	<p>Success Criteria Key measurable evidence- how will we know this priority has been effectively addressed?</p>
<p>1. Sustain: Enhance the learning environment for Years 3–6 to promote inquiry-based learning, fostering independence, collaboration, and deep thinking across all Areas of Learning and Experience</p>	<p>Sustain – Provision Year 3-6</p> <ul style="list-style-type: none"> • Learning spaces promote curiosity, independence, and collaboration. • Pupils take ownership by posing questions and leading inquiries. • Resources, including digital tools, are used effectively to support inquiry. • Teaching consistently fosters problem-solving and critical thinking. • Pupils show progress in independence, higher-order thinking, and application of skills.
<p>Action 1 - Sustain: Enhance the learning environment for Years 3–6 to promote inquiry-based learning, fostering independence, collaboration, and deep thinking across all Areas of Learning and Experience.</p>	

Tasks: What are you going to do?	Responsibility Who is going to do it?	Time Scale When will it happen?	Resources/ Training What will they be? What will it cost?	Monitoring – Refer to yearly monitoring plan How will you know if the action is proceeding as planned? Evaluation – Who? What difference has it made to the pupil's learning?
<ul style="list-style-type: none"> Ensure consistency in classroom provision / areas across the school from Year 3-6 to enable progression to be seamless between year groups. Review the classroom environment policy to ensure consistency of approaches. 	KC / SC AB /JP / AJ	4.10.24 January 25		Learning walks show evidence of consistency and progression in provision / areas across the school
<ul style="list-style-type: none"> Support new teachers with pedagogy and classroom strategies to ensure a consistent approach across the phase. Peer to peer mentoring for new staff and induction. 	Lead TLR / phase staff	Sept 2025		New staff are inducted and receive training to ensure a consistent approach across the phase.
<ul style="list-style-type: none"> Informal peer learning walks of classroom environment and structure. 	All staff y3-6 – ½ termly	Nov 2025		
<ul style="list-style-type: none"> Further development of learning environment to support the development of inquiry based learning – Priority 5. 	All staff	Spring 26		
<ul style="list-style-type: none"> Undertake peer observations in LFPS. Consider implementation of the 'Every Second Counts' philosophy, use of the environment to impact on learning, relationships and interactions, and learning facilitation using the progression pathways. Share findings with colleagues in TA meetings. Consider the impact on our own practice. Repeat with peer observations from LFPS staff in PPS.	TAs	Jan / Feb 25	Observation sheet	Professional discussion between TAs to share practice. Learning Walks show evidence of good practice and use of progression pathways across the school.



Pentyrch Primary School Improvement Plan 2024 – 2026

Priority 3: Learning

Target: Ensure that the next steps in pupils’ learning are identified effectively during lessons and over time.

<p>Why? Monitoring and evaluation processes identified:</p> <ul style="list-style-type: none"> • Pupils are not consistently able to identify the next steps in their learning • Value added progress in specific groups needs to improve • Consistency in progress of Welsh language development across the school <p>Budget PDG Grant £27,600</p>	
Target:	<p>Success criteria <i>Key measurable evidence- how will we know this priority has been effectively addressed?</i></p>
<p>1.Start: To develop Welsh language learning by ensuring pupils’ next steps are effectively identified and planned for through increased use of incidental Welsh and progressive skill development.</p>	<p>Start – Next steps in Welsh learning</p> <ul style="list-style-type: none"> • Teachers consistently identify and plan for pupils’ next steps in Welsh language learning. • Pupils make clear, measurable progress moving from simple vocabulary and phrases to extended response and more complex structures over time. • Incidental Welsh is used purposefully to reinforce and extend formal learning supporting progression.
<p>2.Sustain: Evaluate feedback and ‘next steps’ processes to ensure consistency and to ensure pupils able to identify their progress and act upon next steps in learning</p>	<p>Sustain – Feedback and Next Steps:</p> <ul style="list-style-type: none"> • Consistent whole-school feedback approaches with feedback leading to measurable improvement across all areas of the curriculum. • Pupils can identify and reflect on progress and next steps in learning.
<p>3.Strengthen: Review learning and teaching strategies for literacy and numeracy to ensure value added from starting point improves for all groups of pupils.</p>	<p>Strengthen – Literacy and Numeracy:</p> <ul style="list-style-type: none"> • Clear, consistent strategies across the curriculum. • Value-added progress improves for year 3 numeracy and year 2 and 6 literacy. • High-quality teaching practices evident. • Gaps in attainment narrowing over time. <p>To accelerate the value-added reading progress of all pupils reading at or below Chronological age In year x</p>

	<p>To accelerate the value-added reading progress of all EFSM pupils reading at or below Chronological age To increase the percentage of pupils meeting value added expectations based on their individual starting points in maths (in year 3)</p> <ul style="list-style-type: none"> • Progress in children’s reading skills identifies... • Progress in children’s writing skills • Progress in children’s mathematical skills identifies... • Pupils are able to identify their progress and act upon next steps in learning. <ul style="list-style-type: none"> • Pupils reflect on their work with the support of teacher / TA feedback and marking to move their learning forward.FP Pupils self and peer assess to move learning forward. <ul style="list-style-type: none"> • Peer assessment strategies enable pupils to move forward in their learning through collaboration. 			
<p>Action 1 – Start: To develop Welsh language learning by ensuring pupils’ next steps are effectively identified and planned for through increased use of incidental Welsh and progressive skill development.</p>				
<p>Further development of Incidental Welsh throughout the whole school</p> <ul style="list-style-type: none"> • Model sessions year 1 – 6 with CSC lead in LFPS. • Lead teacher to model sessions in PPS. • Incidental Welsh folder given to each staff and also placed in communal teaching areas for reference. Teacher to tick phrases used. • Welsh coordinator / Criw Cymraeg to liaise with all staff to encourage the use of Incidental Welsh within the school environment. • Class teacher to use folders provided for appropriate Progression Step. • Monitor implementation of session structure. 	<p>Welsh leads LF / PPS – AR / AC / BG CSC MM</p>	<p>Sept 15th 2025 - CSC lead Sept 22nd 2025 – Lead modelling in PPS Monitoring of sessions – Nov 2025</p>	<p>1 x day in LF with CSC lead MM 1 x day cover for Welsh lead modelling 1 x day cover for monitoring</p>	<ul style="list-style-type: none"> • All staff within the school environment promote and actively use Incidental Welsh to enhance the Welsh ethos of the school.
<p>Complete L2L audit of each year group (6 pupils) each term with no visual prompts. Use traffic lights to show understanding of each question asked.</p>	<p>Welsh Leads LFPS / PPS</p>	<p>Dec 2025, March and Jul 2026</p>	<p>1 x day cover for monitoring</p>	<ul style="list-style-type: none"> • L2L process show the progress made by learners in their use of incidental Welsh.
<p>New Continuum</p> <ul style="list-style-type: none"> • Modelling of continuum sentence patterns with use of visuals and games. • Class teacher to deliver 20-30 minute (KS2) sessions daily • FPhase to split into 2x10min slots) daily as appropriate. • Recap on previous taught patterns before main sessions. 	<p>Welsh Leads PPS</p>			<ul style="list-style-type: none"> • All staff within the school environment promote and actively use Incidental Welsh and oracy to enhance the Welsh ethos of the school.
<p>‘Siarter Iaith’ Bronze Award</p> <ul style="list-style-type: none"> • Welsh Leads revisit initiative with all staff • Continue to familiarise staff with ten it’s targets for inclusion across the school. • Staff to update Welsh Leads with evidence relating to various targets. 	<p>Welsh Leads PPS</p>	<p>Jan 2026</p>	<p>Inset session</p>	<ul style="list-style-type: none"> • Criteria met for PPS to achieve the Bronze award.

Termly informal learning walk to monitor progress and listening to learners	Welsh Leads	/	Ongoing	<ul style="list-style-type: none"> Feedback to staff on strengths and next steps
Review and further develop a series of systems/resources that will actively support staff in speaking Welsh e.g inset & training, visuals, Welsh stimuli, (adult toolkit).	All staff	Staff meeting/Twilight	Summer	<ul style="list-style-type: none"> All staff within the school environment promote and actively use Incidental Welsh and oracy to enhance the Welsh ethos of the school.
Embed current practice that enables children to speak Welsh. Language mats, Celebration Certificates, Brawddeg yr moment		Staff meeting/Twilight	Spring	<ul style="list-style-type: none"> Increase of the use of Welsh around the school
Develop Welsh playground games (started in FL) and roll these out to the whole school with Criw Cymraeg leading.	BG and Criw Cymraeg	/	Spring Summer	<ul style="list-style-type: none"> Increase of the use of Welsh around the school
Develop a designated 'Cymraeg Stop' (or Welsh language area) in the playground, where pupils can choose to speak Welsh with friends.		/	Spring	<ul style="list-style-type: none"> Develop with Criw Cymraeg
Action 2-Sustain: Evaluate feedback and next steps processes to ensure consistency and to ensure pupils are able to identify their progress and act upon next steps in learning.				
Tasks: What are you going to do?	Responsibility Who is going to do it?	Time Scale When will it happen?	Resources/ Training What will they be? What will it cost?	Monitoring – Refer to yearly monitoring plan How will you know if the action is proceeding as planned? Evaluation – Who? What difference has it made to the pupil's learning?
<ul style="list-style-type: none"> WWW / EBI on current processes and practices in place for giving pupil feedback and pupil's identifying next steps. 	DEHT / All Staff	Oct 4 th (policy) Feb 5 th 2024/25	Inset Day	<ul style="list-style-type: none"> Professional discussion and sharing of good practices around pupil feedback and identification of next steps gives a clear baseline and guides processes and practices to be developed.
<ul style="list-style-type: none"> Professional learning considering the role of assessment and feedback in 'next steps' in learning in an inquiry-based classroom. Consider current processes in place, types of assessment and day to day practises considering: <ul style="list-style-type: none"> the role of the adult (facilitator); the role of the pupil (awareness of self as a learner). 	DEHT / All Staff	Feb 5 th 2024	Inset session	<ul style="list-style-type: none"> Learning walks and listening to learner activities indicate the role of the adult in the feedback process and in enabling pupils to explicitly identify, realise and achieve their next steps. MER processes illustrate that learners understand and can demonstrate their understanding of themselves as learners and their part in the learning process to take on board feedback, identify next steps and where they need to take their learning to next.
<ul style="list-style-type: none"> Evaluate processes in line with the Excellent Teaching and Learning WELLI. 	DEHT / All Staff	Feb 5 th 2024	Inset session	<ul style="list-style-type: none"> Review of school's excellent learning and teaching policy in light of professional learning around pedagogy and practice.
<ul style="list-style-type: none"> Focus on evidence-based theory and strategies to ensure pupils identify progress and act on next steps in learning e.g. Dylan Wiliam 5 Formative Assessment Strategies a) Clarifying, sharing and understanding learning intentions; 	DEHT / All Staff	Feb 5 th April 9 th	Inset Session Feedback from monitoring - Inset	<ul style="list-style-type: none"> Learning walks and listening to learner activities indicate that pupils are able to explicitly identify, realise and achieve their next steps. MER processes illustrate that learners understand and can demonstrate their understanding of themselves as learners and their part in the learning process to take on board feedback, identify next steps and where they need to take their learning to next.

<ul style="list-style-type: none"> b) Engineering effective discussions, tasks and activities that elicit evidence of learning; c) Providing feedback that moves learners forward; d) Activating students as learning resources for one another; e) Activating students as owners of their own learning. 		<p>March 5th</p> <p>Autumn 25</p> <p>Autumn 25</p>	<p>Inset Session</p> <p>Inset Session</p> <p>Inset Session</p>	
<p>Further development of pedagogy around peer and self-assessment processes building on SIP 2023-24 work.</p> <p>B - Brain B - Browse B - Buddy B - Boss</p>	DEHT / All staff	2024	Inset session	<ul style="list-style-type: none"> ● Learning walks, listening to learner activities and book looks indicate pupils operating as learning resources for one another and owners of their own learning: <ul style="list-style-type: none"> ○ FP Pupils self and peer assessing (verbally / written when ready (y2)) to move learning forward; ○ Peer assessment strategies enabling pupils to move forward in their learning through collaboration.
<p>Final revision of school's excellent learning and teaching criteria – WELLI in light of evaluation of processes and professional learning.</p>	DEHT / All staff	2004	Inset session	<ul style="list-style-type: none"> ● Review of school's excellent learning and teaching policy in light of professional learning around pedagogy and practice. WELLI used as a criteria for day to day practice and as part of self-scrutiny processes.
<ul style="list-style-type: none"> ● In the context of inquiry-based learning, focus on relevant learning behaviours, growing learning assets and learning to learn (See Innovation SIP) to underpin feedback and next steps in learning – <ul style="list-style-type: none"> ○ self-manager, ○ collaborator, ○ thinker, ○ contributor, ○ researcher. ● Focus on one asset as a school for a given period. ● Launch in whole school assemblies. ● Classes make the asset a focus throughout learning e.g. displaying ideas, examples, sharing in/cross classes. 	<p>DEHT / All staff</p> <p>All staff</p>	<p>Sept 2025</p> <p>Summer 2026</p>	Inset session	<ul style="list-style-type: none"> ● MER processes demonstrate staff understanding and implementation of the learning behaviours specifically drawing on assets from each behaviour that underpin feedback and next steps in learning. ● Whole school focus on an identified learning behaviour and assets linked to feedback and next steps ensure a common approach and greater impact through shared goals. ● Learning walks and listening to learner activities illustrate the development of dispositions and skills to strengthen an individual's capacity for driving learning and improvement now and in the future.
<p>Professional learning around pedagogy and routines to enable pupils to develop next steps:</p> <ul style="list-style-type: none"> ○ Implementation of matrices to support pupil's identification of next steps e.g. writing steps, progression pathways ○ Learning intentions – beyond the learning objective; ○ Responsive Teaching – questioning and knowledge check routines; ○ Focused 'action' feedback including DIRT ○ B squared – SRB 	DEHT / All staff	<p>Feb 5th</p> <p>March 5th 2025</p>	Inset sessions	<ul style="list-style-type: none"> ● MER processes indicate consistent pedagogical approaches and routines in place that enable pupils to understand their learning: where they are at, where they need to get to and how. ● Pupils reflect on their work with the support of teacher / TA feedback and marking to move their learning forward. ● Pupils are able to identify their progress and act upon next steps in learning.

<p>Develop opportunities to explore mathematically rich learning experiences in the new outdoor environment N-y3. (See SIP Priority 2 – Environment)</p> <p>Develop purposeful / experiential learning opportunities particularly focusing on WM3 and 4 for the direct teaching and application of skills in defined areas outdoors.</p> <p>Map progression of skills from WM3 and 4 and consider how these can be applied in the context of the new outdoor area.</p>	DEHT / Teachers	October 24		<p>Learning walks, listening to learner activities and scrutiny of learning mats / provision planners show that the environment is developmentally appropriate and facilitates first-hand experiences for the learning and teaching of mathematical concepts.</p> <p>Progression pathways ensure that skills are taught progressively and hierarchically across each What Matters statement.</p>
<p>Professional learning focusing on strategies to support pupils identifying as underachieving (data capture outcomes and ongoing teacher assessment) through in class support / intervention.</p>	DEHT / Teachers	Jan 25		<p>Data capture opportunities, ongoing teacher assessment, learning walks, scrutiny of books / field notes show impact of specific strategies to support pupils underachieving.</p>



Pentyrch Primary School Improvement Plan 2025 – 2028

Priority 4: Leadership

Target: To continue to develop leadership in the changing landscape of the collaboration

<p>Why?</p> <ol style="list-style-type: none"> 1. Change in leadership structure of Collaboration requires further development of middle leaders in a succession planning role. In house leadership development programme therefore required to capture bespoke nature of leadership need across collaboration and to develop maximum number of staff with limited budget. (Cardiff 2024 Collaboration and federation strategy). 2. Appointment of new staff and the need for leadership development at all levels. <p>MER processes to be driven by staff and governors through in-school collaboration in order to work towards systems of self-improvement.</p>				
<p>Budget</p>				
<p>Actions:</p>		<p>Success criteria <i>Key measurable evidence- how will we know this priority has been effectively addressed?</i></p>		
<p>Start: Establish regular in-house TA forums for sharing expertise, leading training, and driving a self-improving system across schools (mainstream and SRB).</p>		<p>Start: Establish regular in-house TA forums:</p> <ul style="list-style-type: none"> • Forums held regularly with active staff participation. • TA-led strategies applied in classrooms. • Impact on pupil outcomes monitored. 		
<p>Sustain: Sustain coaching practices through regular sessions and reflection to support staff growth and leadership.</p>		<p>Sustain: Sustain coaching practices:</p> <ul style="list-style-type: none"> • Consistent coaching activities improve teaching and leadership, support professional growth, and embed a self-improving school culture. • Staff set, monitor, and reflect on personal and professional development goals developing self-reflection, accountability and ongoing improvement. 		
<p>Strengthen: Embed distributed leadership by strengthening teams to drive key improvement priorities.</p>		<p>Strengthen: Embed distributed leadership:</p> <ul style="list-style-type: none"> • Collaborative teams with clear roles lead key SIP initiatives. • Staff demonstrate increased leadership capability. <p>Teams drive measurable improvements in teaching, learning, or school processes.</p>		
<p>Action 1 - Start: Establish regular in-house TA meetings for sharing expertise, leading training, and driving a self-improving system across schools (mainstream and SRB).</p>				
<p>Tasks: What are you going to do?</p>	<p>Responsibility Who is going to do it?</p>	<p>Time Scale When will it happen?</p>	<p>Resources/ Training What will they be? What will it cost?</p>	<p>Monitoring – Refer to yearly monitoring plan How will you know if the action is proceeding as planned? Evaluation – Who? What difference has it made to the pupil’s learning?</p>
<p>Action 2 – Sustain: Sustain coaching practices through regular sessions and reflection to support staff growth and leadership.</p>				

Tasks: What are you going to do?	Responsibility Who is going to do it?	Resources/ Training What will they be? What will it cost?	Time Scale When will it happen?	Monitoring – Refer to yearly monitoring plan How will you know if the action is proceeding as planned? Evaluation – Who? What difference has it made to the pupil's learning?
Teaching staff – leadership of learning – cycle of peer coaching through lesson studies.	Year 3,4,5	Summer Term 2025	Non- contact time	Lesson studies and observations between peers across the collaboration enables colleagues to analyse and feedback on pedagogy and learning and teaching to impact on practice and outcomes.
Action 3 – Start: Develop capacity for leadership and including ALN				
Tasks: What are you going to do?	Responsibility Who is going to do it?	Time Scale When will it happen?	Resources/ Training What will they be? What will it cost?	Monitoring – Refer to yearly monitoring plan How will you know if the action is proceeding as planned? Evaluation – Who? What difference has it made to the pupil's learning?
Restructure of leadership teams planned for both schools.	NH	NA	Autumn	Develop leadership in the changing landscape of the collaboration Build capacity across the collaboration Effective professional learning across the collaboration Increased capability and capacity
Support provided for head of schools in new roles through ongoing support.	NH	NA	November Ongoing	Develop leadership in the changing landscape of the collaboration Develop senior leaders
Head of schools to support senior leaders in development.	NH	NA	November Ongoing	Develop leadership in the changing landscape of the collaboration Build capacity across the collaboration
Roles and responsibilities redefined.	NH	NA	November	Develop leadership in the changing landscape of the collaboration
Collaborative timetable developed.	NH	NA	November	Develop leadership in the changing landscape of the collaboration Ensure strategic leadership of collaboration Ensure opportunities for partnership working and sharing of expertise Increase professional learning opportunities e.g shared inset
ALNco to shadow and receive ALN training from ALNco's in collaboration	EW, A	NA	Spring term	Develop leadership in the changing landscape of the collaboration Build capacity across the collaboration Effective professional learning across the collaboration Increased capability and capacity
TLR3 post holder to work with NH to develop assessment in learning for literacy	NH, TLR3 post holder	NA	Spring & summer term	Develop leadership in the changing landscape of the collaboration Build capacity across the collaboration Effective professional learning across the collaboration Increased capability and capacity Ensure effective assessment systems in place
TLR3 post holder to work with NH to develop assessment for learning in literacy and numeracy	EW, TLR3 post holder	NA	Spring & summer term	Develop leadership in the changing landscape of the collaboration Build capacity across the collaboration Effective professional learning across the collaboration Increased capability and capacity Ensure effective assessment systems in place

Pentyrch Primary Improvement Plan 2025 – 2028



Priority 5: Innovation
Develop aspects of the New Curriculum for Wales, ensuring that teaching, assessment, and progression are aligned to support all pupils in achieving their full potential

Why/Source of Priority? Monitoring and evaluation processes identified: Budget: £Professional Learning Grant £3707	
Strengthen:	
Actions:	Success criteria <i>Key measurable evidence- how will we know this priority has been effectively addressed?</i>
Start: Develop assessment procedures to track and support learning behaviours and progression of skills across the mainstream and SRB.	Start: Development assessment procedures: <ul style="list-style-type: none"> • Assessment procedures align with the New Curriculum. • Learning behaviours and skills are consistently tracked across AOLES. • Data informs planning, interventions, and next steps for all learners.
Sustain: Develop inquiry-based learning	Sustain – Develop inquiry-based learning: <ul style="list-style-type: none"> • Inquiry-based teaching developed across AOLES. • MER processes confirm consistent inquiry-based approaches across the school. • Pupils demonstrate increased curiosity, critical thinking, and problem-solving. • Improved outcomes for pupils linked to inquiry skills.
Strengthen: Ensure progression is achieved by all children through developing and refining scope and skills progression in Literacy, Numeracy, and Expressive Arts.	Strengthen: Progression <ul style="list-style-type: none"> • Systematic progressive progression/skills pathway created that aligns all existing skills documents into the Areas of Learning and Experience (AOLES) • Skills progression is clearly mapped across all AOLES. • All pupils demonstrate measurable progress in each AOLE over time. • Gaps in learning are identified and addressed promptly. • Teaching sequences reflect increasing challenge and development of skills for all learners.

<p>SIP 2024-2027</p> <p>Comprehensive review of two years of PPS new Curriculum model identifies gaps/overlaps in provision.</p> <p>Ensure progression is achieved by all children in each AOLE through mapping of skill development.</p>		<p>Comprehensive review of two years of PPS new Curriculum model complete, gaps/overlaps in provision identified and addressed.</p> <p>A coherent and progressive progression/skills pathway created that aligns all existing skills documents into the Areas of Learning and Experience (AOLEs) and aligning the skills with WM Statements and Descriptions of Learning.</p>		
<p>Action 1 - Start: Develop assessment procedures to track and support learning behaviours and progression of skills across the mainstream and SRB.</p>				
<p>Tasks: What are you going to do?</p>	<p>Responsibility Who is going to do it?</p>	<p>Time Scale When will it happen?</p>	<p>Resources/ Training What will they be? What will it cost?</p>	<p>Monitoring – Refer to yearly monitoring plan How will you know if the action is proceeding as planned? Evaluation – Who? What difference has it made to the pupil’s learning?</p>
<p>Enhance the accuracy and relevance of assessments by sharing with staff the vision of transforming ‘summits’ into a ‘performance of understanding’. This will introduce a new approach to more accurately and appropriately assess children’s learning through meaningful, real-world demonstrations of their knowledge and skills.</p>	<p>CL</p>	<p>Oct 2024</p>	<p>1 INSET evening (11/10/24)</p>	<p>Staff Engagement: Staff understand and support the new assessment approach</p> <p>Next Steps: Give staff time to incorporate it into their planning of summits as part of usual PPA arrangements.</p>
<p>Development of assessment procedures in Maths and Numeracy for Rec-y2. Focus on the why and how assessments should be conducted as part of ongoing procedures and during data capture periods.</p>	<p>LFPS FP leader – AC and staff both schools</p>	<p>Dec 2024 Apr 2025</p>	<p>Non-contract time Phase meetings</p>	<p>Data analysis, book looks, listening to learners and professional discussions show that assessment procedures and processes give a broader and consistent account of pupil progress and outcomes over time.</p>
<p>Identify which summits can be used to assess key skills (such as writing, maths, oracy, etc.) and ensure that these assessments are timed to fit within the school’s assessment cycle.</p>	<p>Progress Lead (PL)/SLT</p>	<p>Apr 2025</p>	<p>1 day</p>	<p>Comprehensive Skill Assessment: All key skills (e.g., writing, maths, oracy) are covered by the identified summits, ensuring that all desired skills can be assessed.</p> <p>Even Distribution: The assessments are spaced evenly throughout the year, fitting within the school’s assessment cycle and key dates (e.g., parents' evenings, report writing).</p> <p>Sufficient Number of Summits: There are enough summits scheduled to assess all identified skills without overburdening staff or pupils.</p>

Share with staff the identified summits for assessing key skills (such as writing, maths, oracy, etc.), ensuring staff understand how these assessments fit within the school's assessment cycle.	PL/SLT	May 2025	1 INSET evening	Staff Understanding: Staff fully understand how these summits align with the school's assessment cycle and how they will be used for evaluating pupil progress. Consistency in Implementation: The identified summits are consistently incorporated into staff planning and assessment practices across all year groups.
Develop and formalise a new assessment procedure & policy that outlines how summits will be used as a 'performance of understanding' to assess learners' progress in key areas, ensuring consistency and alignment with the school's overall assessment strategy.	PL/SLT	May 2025	INSET Day	Policy Developed: A clear and detailed assessment procedure policy is created, outlining how summits will be used as a 'performance of understanding' to assess learners' progress. Staff Familiarity: All staff are familiar with the new policy and understand how it will be implemented to ensure consistency across year groups.
Support teaching staff in developing, changing, or improving summits to align with the new assessment requirements, ensuring that each summit effectively assesses learners' progress.	PL/CL/SLT	Jun 2025	1 INSET evening	Staff Engagement: Teaching staff actively participate in the development, modification, or improvement of summits to meet new assessment requirements. Summit Alignment: All summits are revised and aligned with the new assessment criteria, ensuring they effectively assess learners' progress in key areas. Consistency: The revised summits are consistently implemented across year groups to meet the updated assessment standards. Improved Assessment: The summits provide accurate and meaningful assessments of learners' knowledge, skills, and understanding.
Refine the assessment approach by trialling the new assessment procedure in summits and conducting a SWOT analysis to review its effectiveness.	Teaching Staff	2025-2026	1 INSET evening	Trial Conducted: The new assessment procedure is successfully trialled during summits. SWOT Analysis Completed: A thorough SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) is conducted to evaluate the effectiveness of the new assessment approach. Identified Improvements: Clear areas for improvement are identified based on the SWOT analysis to refine and enhance the assessment procedure. Informed Adjustments: The findings from the SWOT analysis are used to make informed adjustments to the assessment procedure, ensuring it better meets the school's needs.
Training delivered on effective assessment in learning	NH & TLR3	February	Management time	
Introduce assessment in learning for literacy	NH & TLR3	Spring Term	Management time INSETs	Consistent assessment in learning evident following book monitoring – literacy and context books
Introduce assessment of learning tracking systems for literacy and numeracy	EW & TLR3	Summer term	Management time INSETs	Consistent assessment of learning highlighting progress whole school in literacy and numeracy

Support for teachers in completing tracking documents	TLR3	Summer term		Consistent assessment of learning highlighting progress whole school in literacy and numeracy Ensure effective dialogue between teachers and senior leaders regarding progress and support needed
Action 2 - Sustain: Develop inquiry-based learning.				
Tasks: What are you going to do?	Responsibility Who is going to do it?	Time Scale When will it happen?	Resources/ Training What will they be? What will it cost?	Monitoring – Refer to yearly monitoring plan How will you know if the action is proceeding as planned? Evaluation – Who? What difference has it made to the pupil's learning?
Provide regular coaching sessions for staff focused on improving the planning of expeditions to ensure they are more enquiry-based.	EH/DEH SLT/Curriculum Lead (CL) Teaching Staff	Jul 2024	5 days Wendy (INSET COST) 1 hour training sessions with all teaching staff per 5 expeditions (Wonderful Wales led by Curriculum Lead during INSET) Curriculum Lead out to assist each coaching session	Staff Engagement: All staff actively participate in coaching sessions, demonstrating an increased understanding of enquiry-based learning principles. Improved Planning: Expedition plans are revised to reflect a stronger focus on enquiry-based learning. (See medium term planning folder in curriculum folder, Planning Llanishen Fach and Pentych Team) Consistent Application: All year groups incorporate enquiry-based approaches into their expeditions, with evidence of this approach visible in lesson plans and classroom activities. Learner Outcomes: Pupils show increased engagement and critical thinking skills in expeditions, demonstrating ownership of their learning through enquiry-driven tasks. Next steps: Training needed regarding the full enquiry cycle.
Support staff in planning for the full enquiry cycle (Tuning In, Finding Out, Sorting Out, Going Further, Reflecting & Evaluating, and Taking Action), ensuring that each phase is well-understood and effectively integrated into lesson plans.	SLT/CL	Dec 2024	1 INSET evening	Staff Understanding: Staff demonstrate a clear understanding of each phase of the enquiry cycle and its purpose. Effective Planning: Lesson plans for expeditions incorporate all phases of the enquiry cycle consistently. Learner Engagement: Pupils participate meaningfully in each phase, showing progression in enquiry-based learning. Improvement in Learning: Pupils show improved outcomes through the structured application of the enquiry cycle across lessons.
Establish clear expectations for learning behaviours by working as a whole staff to identify what effective collaboration, self-management,	Teaching Staff	June 2024 Autumn 2025	1 INSET evening	Staff Agreement: Whole staff collaboratively agree on clear, age-appropriate expectations for collaboration, self-management, communication, thinking, and research. Year Group Clarity: Expectations are defined and differentiated for each year group, ensuring progression in learning behaviours. Next Steps: move task to 2025-2026 after full evaluation of progress of curriculum

communication, thinking, and research look like in each year group.				
Ensure that the identified learning behaviours are progressive and coherent by reviewing staff decisions across year groups to confirm a clear developmental pathway from one stage to the next.	SLT/CL	Autumn 2025	1 day	Consistency: Learning behaviours show a clear progression across year groups, with no gaps or overlaps. Staff Agreement: Staff agree that the progression of behaviours is logical and supports learner development. Next Steps: move task to 2025-2026 after full evaluation of progress of curriculum
Create a comprehensive assessment tool by developing an assessment matrix based on staff's judgments of the learning behaviours.	Admin staff	Spring 2026	1 day admin staff	Clear and Practical: The assessment matrix is clear, easy to use, and effectively differentiates expectations for each year group. Consistent Use: The assessment matrix is consistently applied across all year groups for assessing collaboration, self-management, communication, thinking, and research. Impact on Learners: The matrix provides valuable insights, leading to targeted support and measurable improvement in learners' behaviour and skill development.
Enhance enquiry-based learning by using the assessment matrix to inform and improve both planning and learn environments (links to environment). Focus on how the learning environment and planning can actively promote and facilitate the development of these five learning assets, ensuring that all pupils are equipped with the skills necessary to thrive.	Teaching Staff	Spring 2026	Ongoing PPA	Improved Planning: Lesson plans reflect the use of the assessment matrix to enhance enquiry-based learning and focus on the five learning assets. Optimised Learning Environments: Classrooms and learning spaces are intentionally arranged to promote collaboration, self-management, communication, thinking, and research. Positive Learner Outcomes: Learners show progress in the five learning assets, demonstrating improved skills in line with the enhanced planning and learning environments.
Refine the curriculum to be fully concept led, driven by identifying ' 12 Key Concepts '. Each concept is revisited cyclically on a two-year cycle (Y1/Y3/Y5) (Y2/Y4/Y6) to support progression.	DEHT / SL	Jan 2025	1 day	Progression: Concepts clearly show progression across year groups Long- and medium-term planning shows cyclical revisiting of each concept across Y1/Y3/Y5 and Y2/Y4/Y6. Staff Engagement: Staff can clearly articulate the 12 agreed curriculum concepts and their relevance to their phase or subject. Next Steps: Map concepts out across the school year and across year groups, moving expeditions to save as much planning as possible and identifying expeditions that need to be replanned.
Ensure concept progression and WM coverage by auditing and remapping current expeditions .	DEHT / SL	Jan 2025	1 day	Expedition Coverage: All six expeditions show planned coverage of all WM statements, with improved representation of S&T WM4, WM5, and WM6. Planning Coverage: Medium-term planning avoids over-concentration on biology content (WM3) and shows deliberate integration of physics (WM4), chemistry (WM5), and computing (WM6). Next Steps: 'The Great Outdoors' has been changed to 'Journey of Discovery' to facilitate planning of S&T WM4, WM5 & WM6. New rationale needs to be written. Time needs to be allocated for planning new expeditions.
Enabling teachers to identify curriculum gaps themselves and take	SL	Feb 2025	1 INSET evening	Staff Identify Gaps: All staff have contributed to a revised What Matters mapping grid and can identify curriculum strengths and gaps independently.

ownership of solutions by facilitating a whole-staff INSET to repeat the 'What Matters' mapping exercise collaboratively.				Increased Understanding of WM Statements: Feedback from INSET shows increased staff confidence in using What Matters statements to plan purposefully. Next Steps: Allocate time for new planning.
Development of 'scope' for each WM statement and DOLs to support the progression of knowledge and understanding across the school.	SLT	Feb 2025	Non-contact time	Scope document provides clear and consistent guidance on the concepts, WMs, DOLs and 'scope' of each WM statement in alignment with each learning expedition to ensure progression and coverage.
Revisit our vision for an irresistible curriculum to frame expedition planning. Embed the revised concepts and ensure improved coverage of WM statements in the curriculum by allocating two full days for collaborative medium-term planning.	Teaching Staff	19/03/25 20/03/25 & 21/03/25	2 INSET Days	Planning Completed: Medium-term plans reflect revised concepts, clear AoLE links, and purposeful What Matters coverage. Positive Feedback: Staff voice indicates that the allocated time was used productively and resulted in improved clarity and confidence in planning. Next Steps: Complete a staff WWW/EBI for the new expedition 'Journey of Discovery' and complete a L2L for pupil feedback about the new expedition 'Journey of Discovery'.
Add in context maps and ED work – Outdoor learning.				

SUMMARY OF PROGRESS MADE AGAINST THE SCHOOL IMPROVEMENT PRIORITIES 2024-2025 (KEY MILESTONES)

Priority	Action Points	2024-25 Evaluation (RAG)
1. Wellbeing -Further embed the Wellbeing strategy across the school to ensure all pupils thrive and flourish.	1. Embed SELF strategy and model across all aspects of school life.	<p>Pupils and Teachers' consistent understanding of aspects of SELF (Share it and Enjoy it) as one of the key philosophies underpinning the school's Wellbeing Strategy.</p> <p>Parents informed via Parents Evening / Parentmail of the philosophy and strategies being used in school to support use of strategies in everyday life.</p>
	2. Ensure children's wellbeing concerns are met through the early identification of needs using play therapy criterion (SDQs)	<p>Revised criterion ensures a full range of emotional, peer relation, conduct, hyperactivity and prosocial dimensions are considered for all pupils. SDQ criterion completed for each pupil in their cohort.</p> <p>Breakdown of results produced for each cohort and pupils who fall into mild to moderate and severe difficulties.</p> <p>Analysis of SDQ data and Sociogram analysis signpost pupils for appropriate support, adjustments in provision and interventions.</p> <p>Progress of identified pupils focused on through Wellbeing reviews.</p> <p>A range of support and adjustments in provision are in place for pupils with additional needs through sharing of good practise across the collaboration and external training.</p> <p>School's culture of wellbeing, care and support for all pupils to ensure they feel safe and secure is developed and maintained.</p> <p>Wider menu of wellbeing support and intervention in place.</p> <p>Professional Learning undertaken by new TAs to facilitate bespoke provision that meets the health and wellbeing needs of all pupils.</p> <p>Attendance is promoted and monitored for specific individuals / groups experiencing difficulties with strategies put into place to reduce attendance issues in line with pupil need.</p>
	3. Further embed the wellbeing strategy to include SRB provision for 'Severe and complex' learners and families	<p>Appropriate <i>external and in house</i> specialist training to effectively meet the needs of all pupils for all staff.</p> <p>Appropriate resourcing commensurate with the needs of the new pupils.</p> <p>School works to develop productive relationships with parents - development of community support and engagement with parents e.g. coffee mornings, Christmas events.</p> <p>Professional learning and collaboration with other SRBs as part of the city wide SRB forum programme – Hollies, Marlborough SRB</p> <p>Appropriate <i>external and in house</i> specialist training to effectively meet the needs of all pupils for all staff – Ed Psych Service.</p> <p>Teaching and provision moves learning along at the right pace for pupils with severe and complex needs with the appropriate level of challenge and support.</p>

		<p>Further development of effective integration between SRB and mainstream classes e.g. year 6 buddy system for play role models, relevant integration e.g. Reception provision, assemblies, events such as the Eisteddfod.</p> <p>Bespoke framework for assessment for SRB pupils established.</p>
<p>2.Environment - Enhance the development of skills and learning in the outdoor and the communal areas.</p>	<p>2. Ensure next steps in learning are identified effectively through the use of “progression pathways” that are appropriate to the developmental stages of learning.</p>	<p>‘Every Second Counts’ philosophy and training developed in practice.</p> <p>All staff have a clear understanding of the Progression Pathways and how these are used to move the learning forward.</p> <p>Skills developed and implemented to ensure that outdoor provision enables purpose and progression.</p> <p>Professional learning through peer observations enhances TA understanding of the ‘Every Second Counts’ philosophy and use of the progression pathways.</p>
	<p>3. Further develop the learning environment (outdoor and communal areas) to promote independence for all pupils through the provision of high quality, developmentally appropriate resources.</p>	<p>Provision appropriate to the age and stage of the year 3 cohort and high levels of ALN (IDPs and School Concerns) to enable pupils to develop skills as outlined in the progression pathways.</p> <p>Appropriate resourcing commensurate for the need of the new pupils in the SRB. Purpose and progression assured through clear skill development in the outdoor provision.</p> <p>High quality, developmentally appropriate resources for all outdoor areas to enable facilitation of progression pathways and application of skills for progression steps 1 and 2.</p> <p>Additional resources / zones for unstructured play ensure that children have access to places and spaces that support the holistic wellbeing of all our children – bikes and trikes, drama, PE activities, netball / football, digging area, reading area.</p> <p>Pupils have the physical, social and emotional skills to prepare them for later life.</p> <p>Further promotion of a love of reading through the development of a library area.</p>
<p>3.Learning - Ensure that the next steps in pupils' learning are identified effectively during lessons and over time.</p>	<p>1. Evaluate feedback and ‘next steps’ processes to ensure consistency and to ensure pupils are able to identify their progress and act upon next steps in learning.</p>	<p>Review of pupil’s understanding and ability to articulate the purpose of their learning and the skills that they are developing.</p> <p>Clarification of learning intentions to ensure that skills are understood by pupils and ‘decontextualized’ so that they are transferable and connections can be made.</p> <p>Review of assessment for learning processes specifically linked to use of success criteria to support pupil’s ability to identify their next steps and how they know how to improve.</p> <p>Strengthening strategies to elicit evidence of learning through statements and strategies to challenge thinking. Review of assessment for learning processes specifically linked to use of success criteria to support pupil’s ability to identify their next steps and how they know how to improve – specifically related to Maths.</p>
	<p>2. Review learning and teaching strategies for literacy and numeracy to ensure value added</p>	<p>Consistent but flexible approach to the teaching of literacy across the school ensuring improved outcomes for pupils.</p> <p>Learning and teaching strategies for reading reviewed, ensuring value added from the starting point for all groups of pupils.</p>

	from starting point improves for all groups of pupils.	Learning and teaching strategies for Mental Maths reviewed ensuring development and application of Maths skills impacting on standards. Alignment of current approaches to problem solving with structure for teaching and learning in Maths ensuring problem solving builds on concepts and is framed authentically.
4. Leadership - To continue to develop leadership in the changing landscape of the collaboration.	Deliver in-house leadership programme to build capacity across the collaboration and to develop the next generation of leaders.	<p>Collaboration with CSC to consider options available to the school for the development of a leadership programme and how CSC can support this through funding and resources.</p> <p>Key areas for leadership development needed for the collaboration decided upon.</p> <p>Collaboration with CHS colleagues to create a bespoke leadership programme for delegates – Leadership Fundamentals, Managing and Maximising your staffing resource, self-evaluation and school improvement. 3 members of staff attend the collaboration’s bespoke leadership programme.</p> <p>Capacity building to ensure the development of leadership skills for all staff in line with school improvement needs e.g. e.g. ALN, Expressive Arts, Welsh, Early Years, RRSA.</p> <p>Professional Learning undertaken by new TAs to lead and facilitate bespoke provision that meets the health and wellbeing needs of all pupils in the mainstream and SRB. Wider menu of wellbeing support and intervention in place. Lesson studies and observations between peers across the collaboration enables colleagues to analyse and feedback on pedagogy and learning and teaching to impact on practice and outcomes.</p>
5. Innovation - Continue to develop aspects of the New Curriculum for Wales.	1. Develop inquiry-based learning.	
	2. Comprehensive review of two years of PPS new Curriculum model identifies gaps/overlaps in provision.	<p>Clarity, consistency, and engagement with our school’s vision through reviewing and refining of the rationale.</p> <p>Comprehensive curriculum coverage through auditing the coverage of “What Matters” statements (WM Audit Tool), with gaps and overlaps being identified and addressed.</p> <p>Progression guaranteed across year groups and coverage of WM Statements through reviewing and adjusting expeditions, ensuring that each Progression Step fully covers every WM Statement.</p> <p>‘Concepts’ are progressive and cyclically revisited through aligning concepts to each WM Statement and making them progressive across each Progression Step.</p> <p>Clear and updated visual representation of our curriculum structure by revising the Curriculum Overview (The Wall) to reflect recent changes. Thorough curriculum mapping and alignment by updating the Curriculum Audit Tool (Baby Out with the Bathwater Sheet) to reflect recent changes in planning and Cross-Cutting Themes. Specific focus on RVE and RSE.</p> <p>Curriculum refined to be fully concept led, driven by identifying ‘12 Key Concepts’. Each concept is revisited cyclically on a two-year cycle to support progression.</p> <p>Concept progression and WM coverage assured through auditing and remapping current expeditions.</p>

		<p>All six expeditions show planned coverage of all WM statements, with improved representation of S&T WM4, WM5, and WM6. Scope document provides clear and consistent guidance on the concepts, WMs, DOLs and 'scope' of each WM statement in alignment with each learning expedition to ensure progression and coverage.</p> <p>Medium-term plans for Summer Term expeditions reflect revised concepts, clear AoLE links, and purposeful What Matters coverage.</p> <p>Medium-term plans for Autumn Term expeditions reflect revised concepts, clear AoLE links, and purposeful What Matters coverage.</p>
	<p>3. Ensure progression is achieved by all children in each AOLE through mapping of skill development.</p>	<p>Coherent and progressive progression/skills pathways established through alignment of all existing skills documents into the Areas of Learning and Experience (AOLEs) and alignment of the skills with WM Statements and Descriptions of Learning – HUM, SCITECH and HWB.</p> <p>New skills tracker files, replace the old trackers to reflect the newly refined progression/skills pathways.</p>
	<p>4. Develop assessment procedures to track and support learning behaviours and progression of skills.</p>	<p>Staff have a deeper, formative understanding of progression in Maths in R / y1 through use of the Foundation Phase profile in data capture.</p> <p>Revised approaches to delivery of assessment tasks during data capture periods to ensure consistency.</p> <p>New assessment procedures in Maths from Rec-year 2 enable staff to track progress over time, identify individual needs and use findings to inform tomorrow's teaching and learning.</p>