



Summary of School Strengths

Curriculum, Learning and Teaching

There are some good aspects of innovative pedagogy which impact the quality of teaching and learning taking place across the school.

Nearly all pupils make sustained progress as the move through school.

Wellbeing, Equity and Inclusion

The school ethos has well-being at its core and this is reflected through all aspects of school life.

All teachers partake in termly pupil progress meetings which review the individual progress made of each child.

Pupils who require additional support are identified and appropriate support is put in place. This is a robust process.



Progress Against School Improvement Priorities 24/25

Priority 1 - To further develop whole school approaches to teaching mathematics across the school.

Mathematical pedagogy and the progressive teaching of maths skills are developing successfully across the school. New planning models are being effectively and consistently applied across most classes to support with the planning and development of the five mathematical proficiencies. Nearly all classes plan for the development of reasoning skills as an integral part of their medium term planning. Many pupils display improved standardised scores within their personalised assessments.

NEXT STEPS: To consistently apply mathematical pedagogy across all classes.

To monitor the impact of pedagogical approaches on pupils standards of mathematics.

Priority 2 - To plan and deliver opportunities for pupils to demonstrate and apply their literacy and numeracy skills within other areas of learning.

In many classes, there are a range of suitable opportunities for pupils to develop their literacy, numeracy and DCF skills. Most older pupils talk with growing confidence about the skills that they are applying across subject areas. In a few instances, teachers do not match level of challenge in lessons or other activities well enough to pupils developmental needs and there are insufficient examples of children applying their skills at a worthwhile level.

NEXT STEPS: To ensure that literacy, numeracy and DCF skills are progressive.

To develop improved consistency of approach to the teaching of reading and phonics.



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Progress Against School Improvement Priorities 24/25

Priority 3 - To create classroom environments that provide opportunities for pupils to develop their independent learning skills.

The planning and vision for the progressive development of pupils independent learning skills has been worthwhile in supporting improvements to pedagogy and practice. Most pupils demonstrate growing levels of independence and display improved confidence when applying or consolidating skills in challenge areas. In a few instances, teachers do not match level of challenge in lessons or other activities well enough to match pupils' developmental needs.

NEXT STEPS: To monitor levels of challenge in teaching and learning across the school.

Priority 4 - To further develop Welsh oracy skills to ensure progression in Welsh language across school.

Most pupils use simple language patterns to ask and answer familiar questions in Welsh. Across school, many pupils regularly use very simple Welsh phrases to communicate with their peers and adults outside of the classroom. However, too few opportunities exist for pupils to extend their use of everyday Welsh.

NEXT STEPS: To embed the language continuum to promote the use of progressive language patterns. To further develop everyday language outside of the classroom.





Rationale for School Improvement Priorities 25/26

Vision and Leadership

Under new leadership school are looking to review their school vision, and distributed leadership structure to improve school improvement processes. Within this the school will be looking to further develop the culture and ethos in the school and consider how this underpins its curriculum design. (SDP 1)

Curriculum, Learning and Teaching

The school has focussed on building its Welsh ethos and the attitudes of pupils towards learning Welsh. There is now a need to extend the level of Welsh language used by pupils and to particularly increase expectations for older pupils in school. (SDP2)

The school has developed effective positive pupil attitudes towards reading. There is now a need to look at how reading is being taught across the school to ensure our oldest pupils develop higher order reading skills. (SDP3)

Wellbeing, Equity and Inclusion

The school wishes to build upon the provision that is available to support lower level readers. (SDP3)

School Improvement Priorities 25/26

Priority 1 - To develop distributed leadership across the school to improve teaching and learning.

Priority 2 - To develop standards of Welsh Oracy for older pupils.

Priority 3 - To develop the strategic provision for reading across the school to improve teaching and learning.



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External
Support

Cluster
Working

Professional
Development

Research