

# St John Lloyd RC Primary School

## School Improvement Plan 2025-26

*Chair: Teresa McCarthy  
Vice: Sr Marie de Montfort*

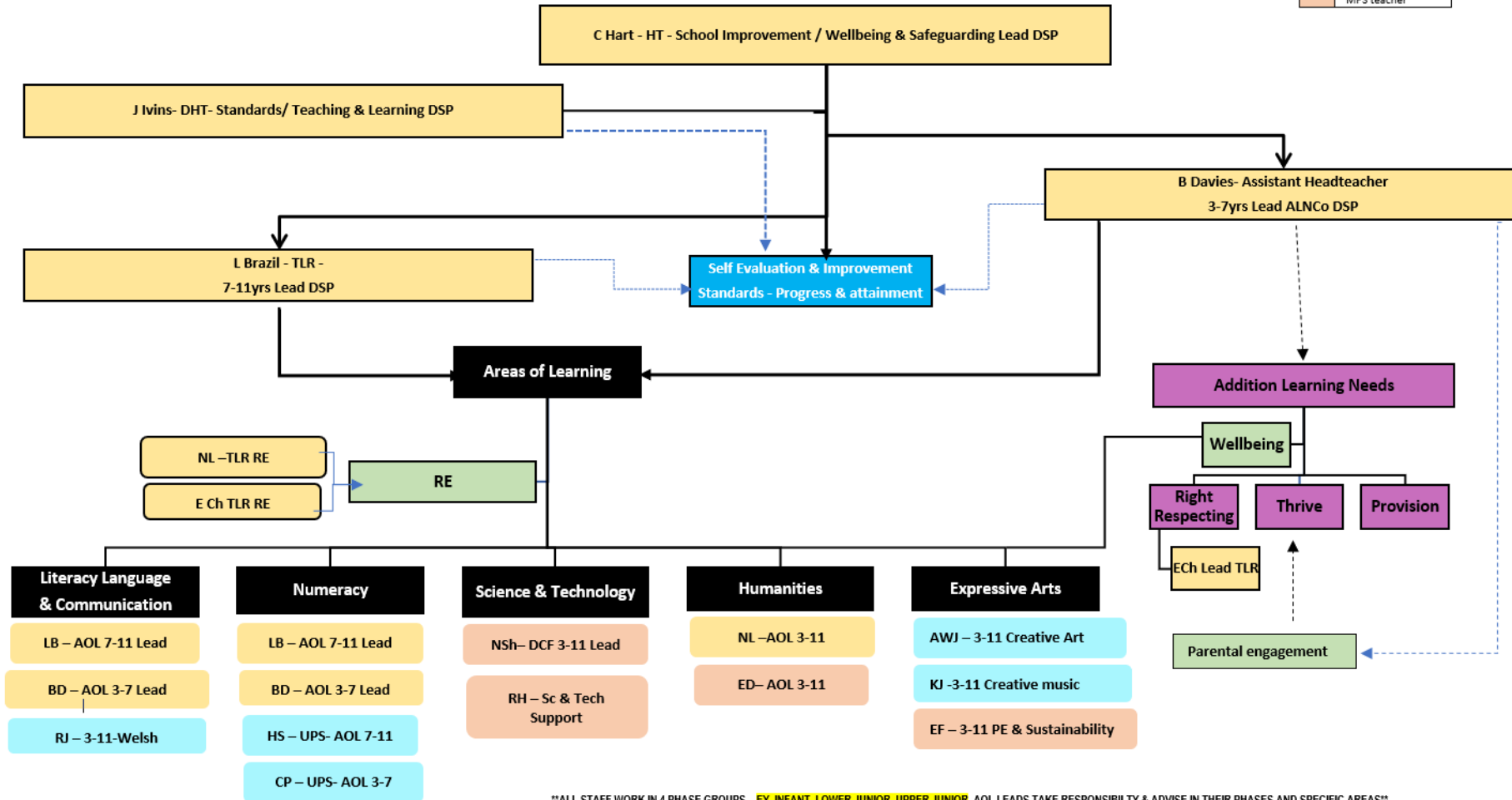
*Headteacher: Mrs. Claire Hart  
D. Headteacher: Mr. John Ivins*

# Staffing



## St John Lloyd RC Primary School - Teaching staff roles and responsibilities

| Job/Role Key |             |
|--------------|-------------|
|              | SLT         |
|              | Subject TLR |
|              | UPS teacher |
|              | MPS teacher |

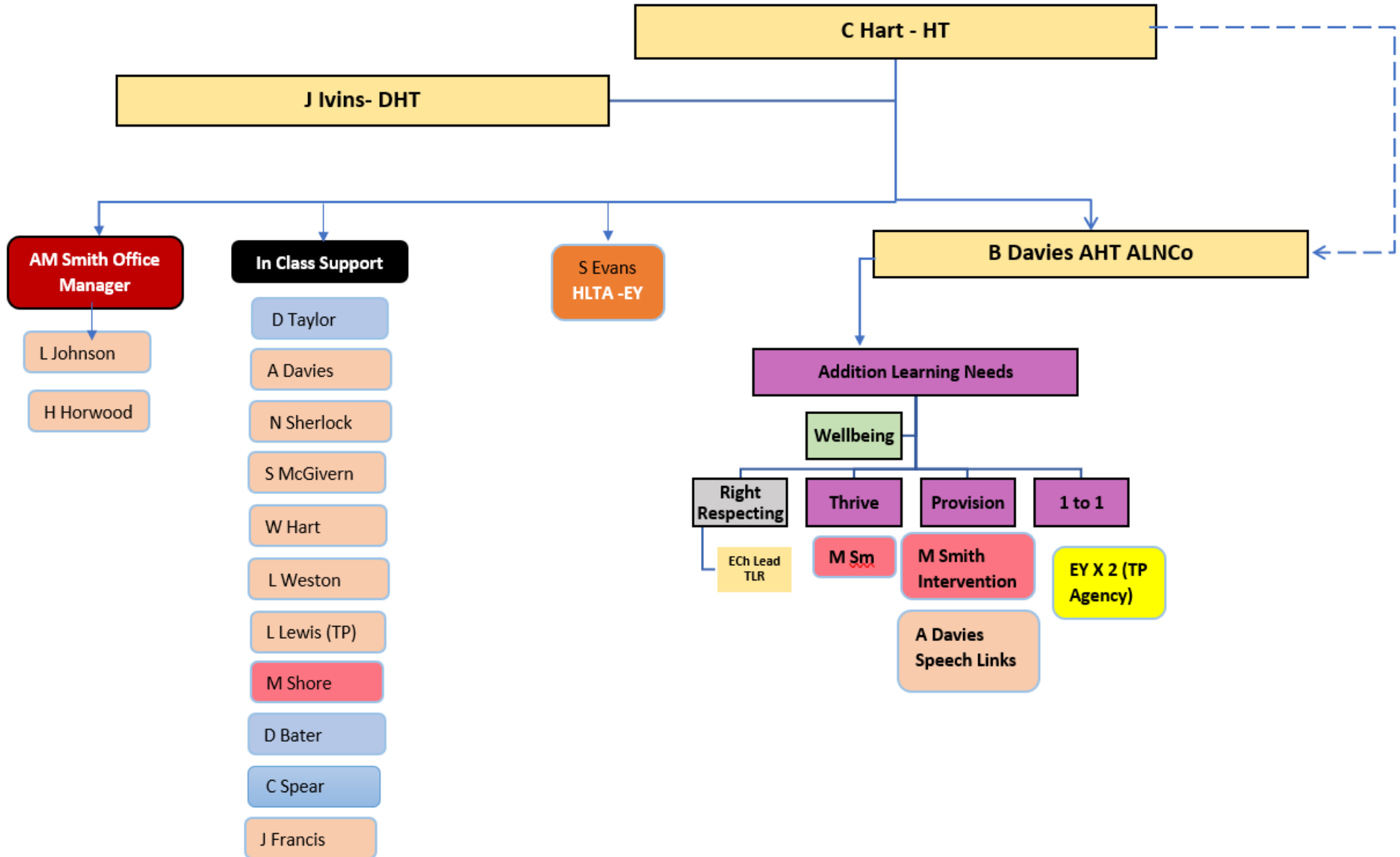


**\*\*ALL STAFF WORK IN 4 PHASE GROUPS - EY, INFANT, LOWER JUNIOR, UPPER JUNIOR. AOL LEADS TAKE RESPONSIBILITY & ADVISE IN THEIR PHASES AND SPECIFIC AREAS\*\***



## St John Lloyd RC Primary School – Support Staff - roles and responsibilities

| TA Job/Role Key |         |
|-----------------|---------|
|                 | Level 5 |
|                 | Level 4 |
|                 | Level 3 |



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## Context of the School Improvement Plan

This plan was written after consultation and input from the staff, governors, parents and pupils. The consultation was undertaken using questionnaires and pupil voice meetings. Due regard is given to the school's comparative data and pupil outcomes when creating the plan. *The plan is formulated as part of the school's self-evaluation and improvement procedures.* The duration of this plan is from **September 2025 to July 2026**.

All grant funding referred to in this plan is to be spent by **March 31<sup>st</sup> 2026** (unless grant provider allows carry forward).

Progress against this plan is reviewed termly and is reported in each Headteacher's Report to Governors and through the work of the various governor committees. The plan is reviewed termly and updated annually. Copies of the plan are made available to the Governing Body and every member of school staff. A copy is posted on the website and made available to other stakeholders on request.

## The Vision

***St John Lloyd RC Primary School is a place of EXCELLENCE where children can achieve their full potential in their Academic, Creative, Personal, Moral and Spiritual Development with God at THEIR side***

Vision has been shared, developed and embedded into all school procedures and policy thus enabling staff ownership (collaboration exercises) to reach the success criteria of excellence (see INSET Days, Meetings, SLT Meetings, GB Reports, Parent forums, Parental consultations, school Council meetings)

## Wellbeing of our pupils

**Well-being supports academic attainment and wider benefits to individuals, community and society, both in the here and now as well as in the future. Well-being is at the heart of our curriculum. Promoting well-being is a prominent feature of our strategic planning. The school is a **GOLD** school (UNRC)**

The school's leadership team ensure that only those interventions with a sound or innovative and developing evidence base are delivered. Our overarching principles are:

- All children in Wales have rights under the UNCRC to be safe, to be treated with equality and non-discrimination, to be supported to develop their physical and mental health, to express their thoughts and feelings, to be involved in decisions made about them, to receive extra support if they are disabled, and to receive an education that enables them to fulfil their potential.
- Our whole-school approach should be viewed as central to the success of learning the four purposes and all other components of the new curriculum, including Health and well-being.
- It is the responsibility of all school staff to take a whole-school approach to the promotion of good mental health and emotional well-being. It is universal and integral to a successful school environment.
- Our whole-school approach to emotional and mental well-being is achievable through effective leadership, positive culture and co-productive implementation in partnership with all school stakeholders.
- Our whole-school approach puts the child at the centre of decisions made about them and relies on partnership and involvement with families, the community, other statutory bodies and the third sector. Activity within the school is part of a wider whole-system approach to emotional and mental well-being.
- Our whole-school approach promotes equity for all, reducing variation and using evidence-based practices consistently and transparently, in terms of both the use of data for planning and any interventions

**Grant Finance 25/26**

| <b>Source of Funding</b>             | <b>Purpose</b>   | <b>Amount</b>   |
|--------------------------------------|--|-----------------|
| <b>EIG RRS</b>                       | Ensure each pupil profits from excellent teaching and learning, focusing on; <ul style="list-style-type: none"><li>• Improving Literacy</li><li>• Improving Numeracy</li><li>• Improving well-being</li><li>• Breaking the link between disadvantage and education</li></ul> | <b>£140,640</b> |
| <b>PDG</b>                           | Breaking the link between disadvantage and educational attainment.   | <b>£156,388</b> |
| <b>Professional Learning Grant</b>   | Professional learning for staff  | <b>£6,839</b>   |
| <b>Curriculum &amp; School Grant</b> | Developing curriculum, professional learning and collaboration   | <b>£3,099</b>   |
| <b>MEAG</b>                          | Achievement Grant  | <b>£25,128</b>  |

## Self-Evaluation- 2024/5

(Evidence based on SIP Termly Reviews, Observations, Book Samples, Learning Walks, Talking to pupils, Planning, Data)

### Teaching and Learning

#### Key Question: Overall, do pupils make strong progress?

- ❖ Around half of pupils enter the school with language, literacy and communication and mathematical skills that are in line with those expected for their age. During their time in the school, most pupils, including those adversely affected by poverty and disadvantage, make very good progress in their communication, reading, writing and numeracy skills.
- ❖ Most pupils with additional learning needs (ALN), make strong progress towards their individual targets. The school deploys support staff appropriately to provide ALN pupils with sensitive and relevant guidance that scaffolds their learning beneficially. For example, the development of lifelong literacy, numeracy and social communication skills.

#### Key Question: Do pupils develop a positive attitude to their learning?

- ❖ Most teachers and support staff have high expectations and establish positive relationships with the pupils in their care. This ensures that most pupils have strong attitudes towards their learning and engage positively in all aspects of school life. Nearly all pupils behave very well in class and around the school.
- ❖ Nearly all pupils are friendly and courteous and show a high level of respect and tolerance to their peers and staff. This is a strength. Across the school, during lessons and at breaktimes, pupils behave well and respond well to adults. Most pupils are enthusiastic learners and settle quickly to lessons. They show interest in their work and are keen to talk about their learning and experiences.
- ❖ Many pupils concentrate for suitable lengths of time when completing tasks. They work well in pairs and small groups and collaborate effectively with their peers.
- ❖ When given the opportunity, most pupils are confident when attempting tasks and are keen to learn about and explore unfamiliar areas of learning. Many pupils persevere when they face difficulties in their work. For example, older pupils apply their own strategies effectively independently or ask a friend before seeking support from an adult.

#### Key Question: Do pupils develop their knowledge, skills and understanding?

- ❖ Throughout the school, staff are positive language role models. Through a valuable range of progressive and well-planned learning opportunities, most pupils develop strong oracy skills. They listen carefully to their teachers' instructions, are attentive when listening to extracts and take good account of the views of others. By year 6, most pupils use an impressive range of vocabulary when talking about their learning and discussing matters of interest such as the use of artificial intelligence.
- ❖ Younger pupils quickly develop good early reading skills. As a result of skillful and well-considered teaching, they rapidly establish valuable phonic knowledge which they use to good effect when reading simple texts. In the older years, most pupils develop a love of reading and read a range of texts fluently and with good expression and understanding.
- ❖ Most staff are developing a purposeful and progressive approach to the teaching of writing by enabling pupils to present their work using a variety of metacognitive approaches well (SIP priority). As a result, many pupils' writing skills are well developed and they can write in a variety of genre across the areas of learning (AOL). A revised handwriting pedagogy and approach has improved younger pupils writing. This is a school priority that is scheduled for a multi stage roll out over the next 4 years (SIP ongoing priority). **At present, the standards in handwriting are too variable across the school.**
- ❖ Overall, the curriculum for mathematics provides valuable opportunities for pupils to develop and apply their number, measure and data handling skills in mathematics effectively. In most year groups, teachers demonstrate sound mathematical subject knowledge and plan interesting and relevant activities that meet the needs of many pupils well. As a result, most pupils' mathematical skills are strong.
- ❖ The school's provision to develop pupils' Welsh language communication skills is developing suitably. There are some aspects of excellent practice of Welsh and Welsh culture in

some areas of the school. Younger pupils make quick progress in their Welsh skills and are generally enthusiastic when using simple words and phrases in class. However, pupils' progress slows as they reach the oldest classes.

- ❖ In most year groups, teachers demonstrate sound subject knowledge and plan interesting, challenging and relevant activities that meet the needs of most pupils well. Working alongside the Welsh Government design and assessment strategy team, the school is developing a strong focus on curriculum. As a result, topics of work have been successfully implemented and have been married alongside new themes, all of which are now embedding in an authentic and engaging context. The school's progressive curriculum provides an appropriate range of interesting topics that capture pupils' imagination and develop them well as positive and enthusiastic learners.
- ❖ The school's Cynefin curriculum and Religious Education Directory has developed pupils' understanding of the history and experiences of black, Asian and minority ethnic people and the diversity of Wales and the wider world across the school.
- ❖ Recent refinement of the numeracy and literacy provision is beginning to ensure that most pupils have more regular opportunities to develop their language and mathematical skills in topic-based activities. **However, in a few classes, these opportunities for pupils to apply their numeracy skills across the curriculum need further development.** Due to recent whole school initiatives, teaching is becoming less directed. Pupils of all ages have appropriate opportunities to influence what they learn. In particular, the oldest pupils reflect on real-life experiences impressively when making suggestions for questions to research in future learning. For example, older pupils develop a strong understanding of the effects of war on how we live now and in the future through their use of their class 'wonder walls'.
- ❖ In most lessons, teachers provide pupils with appropriate levels of challenge and support. The consistent use of clear learning objectives and success criteria helps pupils to have a sound understanding of their own strengths, areas for development and next steps. During most sessions, many pupils share their ideas and responses thoughtfully using mini-whiteboards or by talking to their partners. This ensures that they are active participants in their learning and enhances the pace of lessons. **When these strategies are not applied well, lessons are over directed.**
- ❖ Staff provide regular feedback effectively throughout lessons and in marking. This develops pupils' learning further and addresses misconceptions. In general, pupils respond positively to this feedback through dialogue and use it constructively to improve their learning. On the whole, the consistent use of clear learning objectives and success criteria helps pupils to have a sound understanding of their own learning. **However, this is more developed in some areas of the school.**
- ❖ Teachers set out their classrooms carefully and ensure that displays and resources support pupils' learning well. In many cases, pupils know where and how to locate information and equipment that will help them with their work. The school benefits from extensive grounds and all classes have easy access to outdoor learning areas. In the youngest years (Early Years) all teachers plan for interesting and beneficial learning using these external facilities using the enabling learning guidance (Welsh Government). As a result, pupils in these years are starting to have valuable opportunities to develop and apply their language and literacy skills outdoors. **However, the development of outdoor learning in the younger years (Infants) is a school priority for 2025/6**
- ❖ There are appropriate arrangements for pupils to develop their understanding of how to make healthy choices around relationships, food and exercise. Most pupils have a good awareness of how to stay safe online.

### Well-being, care, support and guidance

- ❖ Most pupils enjoy school and feel safe within its inclusive and caring ethos. They know whom to turn to, and are happy to discuss any concerns with members of staff and feel they are listened to. As a result, many pupils engage in learning and develop as confident contributors to school life. Across the school, most pupils behave well in class, at breaktimes and lunchtimes.
- ❖ Most pupils show kindness towards each other and are aware of what to do and who to turn to if they feel upset. Most pupils are aware of how to remain safe online. For example, they know the risks of sharing personal information online. Most pupils have a positive attitude towards their work and follow instructions appropriately. Pupils enjoy the variety of

activities that support their well-being. For example, through being active in the wellbeing/ edible garden, the forest schools' space pupils learn key social skills and develop their understanding of sustainability.

- ❖ Many pupils take an active part in the life of the school and the pupil voice groups are very inclusive. Their representatives demonstrate a range of good leadership skills. They fulfil their responsibilities conscientiously and representatives are proud of their valuable contributions. This includes leading whole school assemblies, arranging various whole school campaigns, for example recycling bins. Pupil voice groups contribute considerably, through social enterprise. For example, the mini Vinnie's group leads the school effectively in fundraising for a range of charities. As a result, pupils have a very good understanding of social and global concerns.

**Key Question: Does the school provide additional support, guidance and opportunities for its pupils?**

- ❖ All staff contribute successfully to developing a happy, caring ethos within the school. They foster shared values such as care, kindness, fairness and respect well. This ensures the school provides an environment where pupils feel they are valued members of the school community. This year, the school has been active in building a culture of welcome by launching the 'schools of sanctuary' initiative to raise awareness and advocate for a kinder approach towards those seeking safety.
- ❖ Staff provide a broad range of interventions to support pupils' well-being effectively, such as the use of the wellbeing areas and its THRIVE approach. Specific staff members provide valuable support and guidance for these pupils. This helps them to regulate their emotions and to access their learning appropriately. Outside of the THRIVE lessons, the next priority for the school is to develop and place systems in place to help pupils who struggle to control their behaviour, persevere or who are anxious when set a new challenge or task.
- ❖ The school has strong arrangements for supporting pupils with additional learning needs (ALN) and provides a range of effective interventions. The ALN coordinator work conscientiously with other staff members and external partners, to ensure that there is good identification and support for individuals and groups of pupils. They ensure that all pupils have specific measurable targets that are reviewed, shared and evaluated regularly.
- ❖ The school works beneficially with a range of specialist services to secure additional resources to support pupils with a range of needs. The school provides valuable opportunities that contribute well to developing pupils' ethical skills, these help them relate to the experiences of children from schools across the world. For example, links with CAFOD and Cardiff 'One Planet' initiative.
- ❖ The school ensures that pupils of all backgrounds and abilities take on leadership roles in a variety of purposeful groups. Pupils have worthwhile opportunities to participate in making decisions to improve the school. For example, the Criw Cymreg take an active role in developing playground games and the mini Vinnies group have active raising money for valuable causes. This year the school has been part of the 'politics project' where they have visited Westminster, the Senedd and county hall. Most older pupils have interviewed a number of politicians. As a result, many pupils have a strong understanding of how and who makes the rules within our society and the affect this has on their own lives.
- ❖ Staff foster a productive relationship with parents. The school has hosted a variety of parental engagement opportunities for example thematic engagement days. Staff enable pupils to make strong contributions to the life of their community. Many valuable opportunities are provided for pupils to take part in local events, such as visiting the local residential home or attending weekly masses at church. These opportunities help pupils to become conscientious and thoughtful citizens. The school promotes the Welsh culture and language positively. For example, all pupils have the opportunity to participate in the school eisteddfod and St David's day celebrations. Recently the school achieved the Siarter lath silver award.
- ❖ The school places a strong emphasis on providing a rich and varied range of educational visits that support the curriculum and engage pupils in their learning. These include local visits, swimming lessons and a residential stay at an outdoor pursuits' facility for older pupils. These experiences provide valuable opportunities for pupils to learn about the local and national area whilst developing a range of life skills.
- ❖ Teachers invite members of the community and local industry into school to share their experiences within their jobs and careers. For example, the school works with alongside Cardiff commitment during 'Open your eyes week' offering online and face to face workshops, delivered by people in a variety of industries ranging from media to engineering. As result pupils are provided with a useful insight into the world of work, expanding their understanding of different careers and widening their ambitions for life beyond school.

- ❖ All pupils in the school, and any joining from other schools or settings participate in the move up day across all classes and year groups, this includes the transition day to the receiving comprehensive school. All teachers receive protected transition time at the end of term to hand over information about the pupils in their classes to the receiving teachers.

**Key Question: Does the school have a strong ‘culture of safeguarding’?**

<https://www.stjohnlloydrcprimaryschool.co.uk/site/data/files/migrated/safeguarding-policies/culture-of-safeguarding-overview.pdf>

- ❖ All staff regularly undertake child protection training (yearly). All safe-guarding concerns are acted upon and dealt with appropriately. All staff members hold ID badges with safeguarding procedures on the back. This allows the school to effectively monitor visitors. My Concern is used to record safeguarding/child protection concerns by staff. Records are stored securely and can be accessed when necessary.
- ❖ Fire drills and lock down procedures have been conducted ensuring that all staff and pupils are aware of what to do in emergency situations. The school promotes safe online behavior during Internet Safety week and within digital literacy lessons.
- ❖ Very few pupils reported racism to a staff member with these incidents being dealt with effectively and appropriately by all staff members involved.
- ❖ The perimeter of the school is well-fenced and gates are locked during school hours. During drop off and pick up times the school gates are manned well to ensure the safety of pupils.
- ❖ The school supports its looked after children with all of these pupils receiving support and guidance from the wellbeing team (e.g. CLA lead time, THRIVE sessions)
- ❖ All staff members have an up-to-date DBS check ensuring their suitability for their role. This is managed well by school admin staff who ensure that DBSs are up-to-date alongside safer recruitment

**Key Question: Does the school challenge and promote attendance?**

[Ysgol Gynradd St John Lloyd RC Primary School - School Admissions /Attendance](#)

- ❖ Working alongside the attendance officer, the school has a robust record-keeping processes for attendance and absenteeism from school. All groups of learners are tracked and concerns over attendances identified. For pupils who are a concern, parent meetings are arranged with parental engagement leads to support parents. The school also provides a school mini bus morning and afternoon. As a result of these initiatives whole school attendance has risen to 92.4% 92.40% (+0.6% 2024). Difference between pupils eligible for school and pupils not eligible is -5%. Staff have positive relationships with families and work with them sensitively to provide support to overcome any obstacles to regular attendance, **however the attendance of pupils eligible for free school meals is still an area of improvement.**

## Leadership and Improving

**Key question: Does the school set high expectations, evaluate and bring about improvement?**

- ❖ Overall, the school is successful in developing a clear, shared strategic vision for the school which focuses sharply on ensuring high quality teaching and learning experiences as an entitlement for all pupils.
- ❖ At St John Lloyd RC primary school there is a strong team ethos. Teachers know their roles and responsibilities and work together effectively to deliver strategic priorities for improvement. This year this is evident in the collaborative enquiry led completion of school improvement priorities and an effective professional learning offer such as the Religion Education Directory training and the Welsh government curriculum and assessment design course (1yr). Members of staff involved in whole school initiatives have written case studies that explain the thought the process and impact of their work. These are published on the school website. All members of staff are in involved in a bespoke weekly peer to peer initiative offer that is agreed dependent on whole school priorities or performance management targets.
- ❖ The self-evaluation process draws on information from a wide range of first-hand evidence, for example, pupils’ performance data, learning walks, book scrutiny and listening to the views of pupils and parents. As a result, senior and middle leadership team’s work collaboratively to form solid judgements on the quality of teaching and learning and pupils’ attitudes

to learning based on a variety of evidence. This year the self-improvement process has its focus on the impact of metacognitive skills and the impact on pupil's independence and progress. Despite challenges, there are many purposeful opportunities for teachers to plan, observe, refine and improve lessons as part of shared monitoring.

- ❖ Staff have a clear understanding of pupils' barriers to learning including the impact of poverty on attainment. The school manages and deploys its resources to tackle the impact of poverty well, including the use of the pupil development grant. Leaders monitor planned spending against criteria of the grant well. This has enabled the school to provide appropriate literacy, numeracy and well-being support for its vulnerable learners, including those who are eligible for free school meals. Leaders carefully track the impact of actions and adjust provision carefully to meet all pupils needs. This ensures that most pupils from low-income households make strong progress in their learning.
- ❖ Senior leaders encourage staff to model behaviour and values that are based directly on the school's Catholic ethos, which aim to benefit the school community and the lives of its pupils. This includes promoting care, respect, kindness and spirituality as integral features of school life.
- ❖ Staff have positive relationships with families and work with them sensitively to provide support to overcome any obstacles to regular attendance through a variety of parental engagement activities. As a result, improvement in the overall attendance rates of pupils, the attendance of pupils eligible for free school meals has improved over time.
- ❖ The school uses social media platforms to regularly ask parents for their views and it provides an interesting range of activities to involve parents in the life of the school. Regular on-site parent engagement sessions when parents attend workshop activities to support their children's learning have been beneficial to pupil's engagement.

#### **Key Question: Does the school provide effective Governance?**

- ❖ The governing body is very supportive of the school and governors understand their roles and responsibilities well. Governors have a good understanding of how well the school is progressing and the key areas that require improvement. They hold the school to account successfully, for example in sub committees when discussing the impact of the school's strategies to improve attendance, pupils' progress or the effect of the ALN grant on the progress of pupils with identified additional learning needs / catch up. They have a good understanding of the multiple sources of evidence that the school uses to assess attainment and progress. The governing body have worked with the school pupils voice groups and have a strong understanding of their role and impact. They have visited the school on governors' days and have taken part in the monitoring process. Governors understand the need for health eating and physical activity. They are an advocate of after school clubs and the promotion of a healthy lunch box, healthy eating and the 'food and fun' summer holidays initiative facilitated at the school.
- ❖ Leaders and governors monitor the budget effectively and ensure that the school secures value for money. They make prudent decisions and allocate resources appropriately to support the school's priorities and strategies

#### **Key Question: Does the school plan and deliver professional learning opportunities?**

- ❖ Leaders ensure that teachers and support staff have clear roles and delegated responsibilities that contribute well to improving the school's practices. For example, they work in professional learning groups successfully, both within the school, with other local schools and outside agencies, to develop a shared understanding of how to plan an effective learning experience for pupils. As a result, arrangements to promote professional development for all staff link well with the school's priorities for improvement.
- ❖ Leaders also tailor strategies well to evaluate pupils' learning a with the school's targets, such as numeracy or developing the outdoor learning environment for older pupils, through the edible garden. There are regular senior leadership, departmental and support staff meetings to discuss and feedback on pupils' standards and wellbeing and focus well on priorities for improvement
- ❖ Staff value the wide range of professional development that leaders offer. A comprehensive weekly 'peer to peer' program of coaching and mentoring supports staff effectively to develop their teaching and leadership expertise. Leaders have completed the middle leaders' course and are currently undertaking the senior leader's course. Both infant and junior leads are NQT validators and as a result work with a wide range of schools in the local South Wales area. Deputy headteacher is current working with Estyn having completed the pathways program and started lead inspector training. These activities have built on the school's leadership capacity.

## 3-year Long Term Plan - Priority Overview

### Priority 1

#### **To improve progression and provision for *all* learners to raise pupils' standards**

Rationale: Self-evaluation; responding to the needs of the learners/national priority; curriculum transformation, grant allocation

Staff & school resources (including financial) provisionally assigned to meeting this need

Time set aside for the lead to plan, monitor and evaluate, time for staff to meet/discuss, time in INSET to train, share, discuss, research, review and evaluate, funds made available for any training needs

### Priority 2

#### **Developing independent learners who are resilient with leadership skills**

Rationale: School performance

Staff & school resources (including financial) provisionally assigned to meeting this need

Time set aside to monitor and evaluate, time for staff to meet/discuss, time in INSET to train, share, discuss, research, review and evaluate, funds made available for any training needs

### Priority 3

#### **Curriculum design and review, including assessment procedures (both CfW and Archdiocese RED)**

Rationale: National & Archdioceses priority

Staff & school resources (including financial) provisionally assigned to meeting this need

Time set aside to monitor and evaluate, time for staff to meet/discuss, time in INSET to train, share, discuss, research, review and evaluate, funds made available for any training needs

## Main Priorities 2025-26

### 1. Pupil Learning Priority

| Priority 1 -Objectives  | Success Criteria   | Rationale  |
|---|--|--|
| Further develop challenging and enriched learning experiences for the more able and talented pupils (MAT) | <ul style="list-style-type: none"> <li><i>*Pupils to have access to learning experiences that both challenge and develop their skills to a high level</i></li> <li><i>*Staff to provide strong subject knowledge and high-quality feedback to nurture MAT pupils reflective &amp; evaluative skills</i></li> <li><i>*Establish a whole school shared understanding of MAT and implemented by all staff based around high expectations</i></li> </ul> | Recent curriculum and assessment reviews, moderation and professional dialogue highlighted a need to develop the opportunities for the more able and talented pupils in line with CfW progression stages and assessment. |

### 2. Teaching and Learning Experience Priority

| Priority 2a -Objectives   | Success Criteria   | Rationale  |
|---|--|--|
| Further develop the teaching and learning of ICT and the transfer of skills across the curriculum to improve digital competency   | <ul style="list-style-type: none"> <li><i>*Staff to have strong ICT subject knowledge</i></li> <li><i>*Provide high quality regular ICT provision</i></li> <li><i>*Authentic engaging learning opportunities for the use of digital skills across the curriculum</i></li> </ul>                                    | In an ever-changing ICT led world which is constantly updating, staff consider this a priority for their professional development. Review and audit of the current ICT curriculum highlighted a need for updating and change.      |
| Priority 2b -Objectives   | Success Criteria   | Rationale  |
| Further improve teaching pedagogy and the learning environment of the outside classroom whilst support the development of pupils' independent skills in the Infant class (Y1-2) | <ul style="list-style-type: none"> <li><i>*Infant staff to have a strong understanding of effective Outdoor learning</i></li> <li><i>*Quality of provision is regularly of a high quality</i></li> <li><i>*Provision and pedagogy support and develop independent learning ('Enabling Learning' WG)</i></li> </ul> | During literacy and numeracy reviews it was noted that in a few instances, teachers do not always provide sufficient opportunities for pupils in the infant classes to explore their learning in the outdoor learning environment. |

### 3. Pupils Physical Literacy (Well-being)

| Priority 3 -Objectives   | Success Criteria   | Rationale   |
|--|--|---|
| Further develop pupils positive and meaningful relationship with physical activity and its value throughout their lives. | <ul style="list-style-type: none"> <li><i>*Pupils to have the necessary skills to participate in physical activity</i></li> <li><i>*High quality weekly opportunities to develop physical skills (PE)</i></li> </ul> | Weekly observations, professional dialogue and listening to learners highlighted a need to develop the opportunities for high quality physical education whilst reinforcing the importance of a life long positive relationship with physical activity. |



| <p>and develop effective thinking skills.</p> <p><b>Summer Focus</b> - Develop a wide range of partners to enhance pupils learning experiences of more able and talented pupils including School to school working, outside agencies and experts.</p> <p><b>F.</b> Peer to Peer professional learning timetabled and established focusing of expertise, planning &amp; teaching.</p> <p><b>G.</b> Termly review of roll out- What is working well? Lesson observations</p> <p><b>H.</b> Parental engagement- enhancing partnerships with parents</p> <p><b>I.</b> Pupil voice – (Termly) MAT pupils to complete an 'impact form', where they reflect upon their skill levels, their enjoyment and motivation and how the activities they took part in have improved their abilities.</p> | <p>All staff</p> <p>Jl/LB/CH</p> <p>LB/BD</p> <p>LB</p> | <p>Aut/ Sp/ Su 26</p> <p>Aut/Sp/ Su 26</p> <p>Sp/Sum 26</p> <p>Au/Sp/ Sum 26</p> |  |  |  |
|--|---|--|--|--|--|
| Resources  |   | Costs  |  | CPD Requirements   |  |
| <p>Cover Peer2 Peer</p> <p>Resources e.g.</p>  |   | <p>Built into budget</p> <p>£1000</p>  |  | <p>Training in whole school (INSET).</p> <p>Collaboration and sharing of good practice / approaches (Peer to Peer)</p> |  |

| Links:  | SER        | ESTYN                        | UNCRC                                     | Nat. / local priorities   | Governors   | Pupil Group  |              |  |          |          |
|---|------------|------------------------------|---|---|---|--|--------------|--|----------|----------|
| Priority 2a   | IA 1, 2, 3 | Article 28                   | Curriculum Design / Attainment & Progress | Standards & Curriculum  | All   |  |              |  |          |          |
| <b>Further develop the teaching and learning of ICT and the transfer of skills across the curriculum to improve digital competency</b>                    |            |                              |   | <b>Success Criteria</b><br>*Staff to have strong ICT subject knowledge<br>*Provide high quality regular ICT provision<br>*Authentic engaging learning opportunities for the use of digital skills across the curriculum |   | <b>RAYG</b> rating of progress<br>Aut. Spr. Su   |              |  |          |          |
| <b>Good progress</b>  |            | <b>Satisfactory progress</b> |   | <b>Developing progress</b>  |   | <b>Limited progress</b>  |              |  |          |          |
| Actions   |            |                              | Who?                                      | When?   | Intended outcomes   | Type of monitoring & reporting mechanism   | Who?         | <b>RAYG</b> rating of progress<br>Aut. Spr. Su |          |          |
| A. Research and trials carried out on a new ICT curriculum<br><a href="https://www.icompute-uk.com/index.html">https://www.icompute-uk.com/index.html</a> |            |                              | NS  | Summer 25   | *Pupils ICT and digital competency skills to improve                        | *Staff feedback, planning, learning walks, listening to learners, Book samples                           | CH/ JI/LB/BD | <b>A</b>                                       | <b>A</b> | <b>A</b> |
| B. New SOW agreed on and purchased  |            |                              | NS/JI                                     | Summer 25   | *Staff to be better informed and more confident in delivering ICT           |  |              | <b>B</b>                                       | <b>B</b> | <b>B</b> |
| C. New vision and policy established  |            |                              | NS/JI                                     | Sum / Aut 25  | *Staff confidence and ability to provide high quality learning experiences. |  |              | <b>C</b>                                       | <b>C</b> | <b>C</b> |
| D. Long-term planning of units identified and plan for year 1 roll out established  |            |                              | NS/ JI                                    | Autumn 25   | *Staff receive INSET to become familiar with new curriculum for ICT         |  |              | <b>D</b>                                       | <b>D</b> | <b>D</b> |
| E. Whole school INSET Day training / coaching / vision/ roll out timings  |            |                              | NS – All staff                            | Autumn 25   |   |  |              | <b>E</b>                                       | <b>E</b> | <b>E</b> |
| F. Whole school roll out – One topic identified (i.e. Data / online safety) followed by all classes   |            |                              | All Staff – All staff                     | Autumn 25   |   |  |              | <b>F</b>                                       | <b>F</b> | <b>F</b> |
| G. Peer to Peer professional learning timetabled and established.   |            |                              | All staff                                 | Aut/ Sp / Su 26   |   |  |              | <b>G</b>                                       | <b>G</b> | <b>G</b> |
| H. Termly review of roll out- What is working well?   |            |                              | NS  | Aut 25 / Sp 26  |   |  |              | <b>H</b>                                       | <b>H</b> | <b>H</b> |
| I. Plan for opportunities to link new SOW ICT topics to thematic topics for digital competency opportunities working across the curriculum.               |            |                              | All Staff                                 | Spr/ Sum 26   |   |  |              | <b>I</b>                                       | <b>I</b> | <b>I</b> |
| J. Review of year 1 roll out- what went well? What needs to be changed/ developed? Pupil questionnaires. Opportunity for case study.                      |            |                              | NS/JI                                     | Summer 26   |   |  |              | <b>J</b>                                       | <b>J</b> | <b>J</b> |
| <b>Resources</b>  |            |                              |   | <b>Costs</b>  |   | <b>CPD Requirements</b>  |              | <b>Costs</b>                                   |          |          |
| Cover Peer2 Peer  |            |                              |   | Built into budget £1000   |   | Training in whole school (INSET). Collaboration and sharing of good practice / approaches (Peer to Peer) |              | Built into budget                              |          |          |
| Resources e.g. SOW - £400 per year membership <a href="https://www.icompute-uk.com/index.html">https://www.icompute-uk.com/index.html</a>                 |            |                              |   |   |   |  |              |  |          |          |
| <b>Governing Body Link- Standards &amp; Curriculum</b>  |            |                              |   | Governing body involvement in self-evaluation/ Monitoring   |   |  |              |  |          |          |

| Links:  | SER        | ESTYN                 | UNCRC           | Nat. / local priorities   | Governors  | Pupil Group  |              |  |   |   |
|---|------------|-----------------------|-----------------|---|--|--|--------------|--|---|---|
| Priority 2b   | IA 1, 2, 3 |                       | Article 28      | Enabling learners – Outdoor Learning  | Standards & Curriculum   | All  |              |  |   |   |
| <b>Further improve teaching pedagogy and the learning environment of the outside classroom whilst support the development of pupils' independent skills in the Infant class (Y1-2)</b>  |            |                       |                 | <b>Success Criteria</b><br><i>*Infant staff to have a strong understanding of effective Outdoor learning</i><br><i>*Quality of provision is regularly of a high quality</i><br><i>*Provision and pedagogy support and develop independent learning ('Enabling Learning' WG)</i> |  | <b>RAYG</b> rating of progress   |              |  |   |   |
|   |            |                       |                 |   |  | Aut.   | Spr.         | Su   |   |   |
| Good progress   |            | Satisfactory progress |                 | Developing progress   |  | Limited progress   |              |  |   |   |
| Actions   |            |                       | Who?            | When?   | Intended outcomes  | Type of monitoring & reporting mechanism                                       | Who?         | <b>RAYG</b> rating of progress<br>Aut. Spr. Su |   |   |
| A. INSET on best practice for outdoor learning focusing on 'WG Enabling Learning' guidance.<br>B. Develop and implement an infant 'outdoor learning' strategy across the infant phase identified staff skill sets & responsibilities.<br>C. Review & audit resources.<br>D. Long term outdoor learning provision map developed<br>E. Staff preparation time used to ensure that learning environments are left ready (by staff and pupils) for the next session<br>F. Establish an Outdoor learning environment that is engaging, focused and inviting. Allows for independent challenge, exploration and opportunities for pupils at all times.<br>G. Termly review of roll out- What is working well? What needs to be developed? |            |                       | BD              | Sum/Aut 25  | *Staff to be better informed and more confident in delivering Outdoor Learning                     | *Staff feedback, planning, learning walks, listening to learners, Book samples | CH/ JI/LB/BD | A  | A | A |
|   |            |                       | Infant staff    | Sum / Aut 25  | *Staff confidence and ability to provide high quality learning experiences.                        |  |              | C  | C | C |
|   |            |                       | Infant staff/BD | Sum / Aut 25  | *Staff receive INSET & professional Learning to become confidence with Enabling learner's guidance |  |              | D  | D | D |
|   |            |                       | Infant staff    | Sum / Aut 25  |  |  |              | E  | E | E |
|   |            |                       | Infant staff    | Au/ Sp/ Sum 26  |  |  |              | F  | F | F |
|   |            |                       | All staff       | Au/ Sp/ Sum 26  |  |  |              | G  | G | G |
|   |            |                       | Infant staff/BD | Au/ Sp/ Sum 26  |  |  |              |  |   |   |
| Resources   |            |                       |                 | Costs   | CPD Requirements   | Costs  |              |  |   |   |
| Cover Peer2 Peer  |            |                       |                 | Built into budget   | Training in whole school (INSET).  | Built into budget  |              |  |   |   |
| Resources e.g. £1000  |            |                       |                 | £1000   | Collaboration and sharing of good practice / approaches (Peer to Peer)                             |  |              |  |   |   |
| Governing Body Link- Standards & Curriculum   |            |                       |                 | Governing body involvement in self-evaluation/ Monitoring   |  |  |              |  |   |   |

| Links:  | SER        | ESTYN   | UNCRC                                     | Nat. / local priorities  | Governors   | Pupil Group                                    |
|---|------------|---|---|--|---|--|
| Priority 3  | IA 1, 2, 3 | Article 28  | Curriculum Design / Attainment & Progress | Standards & Curriculum   | All   |  |
| <b>Further develop pupils positive and meaningful relationship with physical activity and its value throughout their lives.</b>       |            |   |   | <b>Success Criteria</b><br>**Pupils to have the necessary skills to participate in physical activity<br>*High quality weekly opportunities to develop physical skills (PE) |   | <b>RAYG</b> rating of progress<br>Aut. Spr. Su |
| <b>Good progress</b>  |            | <b>Satisfactory progress</b>  |   | <b>Developing progress</b>   |   | <b>Limited progress</b>                        |
| Actions   |            | Who?  | When?                                     | Intended outcomes  | Type of monitoring & reporting mechanism  | Who?   |
| A. Review current provision for PE curriculum   |            | Jl  | Summer 25                                 | *Pupils PE skills and physical literacy skills to improve  | *Staff feedback, planning, learning walks, listening to learners, lesson observations | CH/ Jl/ BD                                     |
| B. Resources audited  |            | EF  | Summer 25                                 | *All pupils to participate in PE (Equity)  |   |  |
| C. New Physical literacy vision and policy established. Resources purchased   |            | Jl/ EF  | Sum / Aut 25                              |  |   |  |
| D. Analysis of individual class timetables to ensure agreed quota of PE time. Indoor space timetabled. New PE kit distributed to all. |            | All staff   | Autumn 25                                 | *Staff to be better informed and more confident in delivering PE   |   |  |
| E. Whole school INSET on effective PE lessons – Focus: Use of space/ skills/ active pupils  |            | Jl/ EF  | Autumn 25                                 | *Staff confidence and ability to provide high quality learning experiences.  |   |  |
| F. Whole school roll out – Universal topic followed at the same time by all – i.e. Dance/Gym/ ball skills/ games                      |            | All staff   | Autumn 25                                 | *Staff receive INSET to become familiar with the curriculum for PE   |   |  |
| G. Observation of PE / wellbeing lessons – coaching & development   |            | Jl/ CH/BD   | Aut/ Sp / 26                              |  |   |  |
| H. Termly review of PE roll out- What is working well?  |            | Jl/EF   | Aut 25 / Sp 26                            |  |   |  |
| I., Pupils questionnaires on physical activity/ literacy  |            | EF/ MSm   | Aut /Sum 26                               |  |   |  |
| J. Review and implement active lunchtime activities   |            | EF/ Jl  | Aut 25                                    |  |   |  |
| K. Review after school sports club offer for pupils. Three sports clubs per term across the school.                                   |            | Jl/CH -All Staff  | Aut/ Sp /Sum 26                           |  |   |  |
| <b>Resources</b>  |            | <b>Costs</b>  |   | <b>CPD Requirements</b>  |   |  |
| Resources e.g. new PE equipment   |            | Built into budget<br>£1000<br>Grant £500 to purchase new PE T Shirts for Y1-6 |   | Training in whole school (INSET).<br>Collaboration and sharing of good practice / approaches (Peer to Peer)  | Built into budget   |  |
| <b>Governing Body Link- Standards &amp; Curriculum</b>  |            |   |   | Governing body involvement in self-evaluation/ Monitoring  |   |  |

## WHOLE SCHOOL- ON-GOING PRIORITIES

|               |                       |                     |                  |
|---------------|-----------------------|---------------------|------------------|
| Good progress | Satisfactory progress | Developing progress | Limited progress |
|---------------|-----------------------|---------------------|------------------|

| Focus of Improvement  | Rationale   | Lead      | Cost                                | Intended Outcome   | Monitoring Mechanism   | Evaluation              |      |     |  |
|---|---|-----------|-------------------------------------|--|--|-------------------------|------|-----|--|
|   |   |           |                                     |  |  | RAYG rating of progress |      |     |  |
|   |   |           |                                     |  |  | Aut.                    | Spr. | Su. |  |
| <b>Handwriting</b><br>To develop pupils' cursive letter formation and presentation of their work (EY- Y3 2025/6)  | Develop fluency through handwriting skills  | CH/LB/BD  | Built into budget<br><br>INSET TIME | Improve joined handwriting in infant school. Legible handwriting in junior school. Daily high-quality opportunities into provision/ planning for pupils to develop appropriate joins and fluency | Listening to learners and staff, Scrutiny of planning, data and pupils' work<br>Learning walks / Literacy review |                         |      |     |  |
| <b>Metacognitive skills</b><br>Continue to develop metacognitive opportunities  | Specific focus on strategies to improve writing skills and pupils choosing how to present their writing according to purpose and audience | JI/ CH/LB | Built into budget                   | Pupils regularly choose the appropriate medium to present their work   | Listening to learners and staff, Scrutiny of planning, data and pupils' work<br>Learning walks / Literacy review |                         |      |     |  |
| <b>Welsh</b><br>Improve pupils' confidence in using conversational Welsh outside the classroom and in unstructured situations, beyond the most basic use of language patterns.<br>SIP 24/25- Develop Welsh curriculum inline with Helpwr Heddiw pilot across the school | Maximising pupils' use of Welsh, enhancing the engagement and increasing the effectiveness of provision                                   | RJ        | Built into budget                   | Many pupils can ask and respond appropriately to questions using relevant language patterns and sustain a simple conversation  | Listening to learners, learning walks, surveys and questionnaires  |                         |      |     |  |

|   |  |            |                   |   |  |  |  |  |  |
|---|--|------------|-------------------|---|--|--|--|--|--|
| <b>**SIARTER IATH- GOLD AWARD</b><br><b>TARGET **</b><br><b>*Helpwr Heddiw Pilot</b>  |  |            |                   |   |  |  |  |  |  |
| <b>Attendance</b><br>To raise the number of pupils regularly attending school and reduce the lateness of pupils especially those pupils entitled to free school meals.  | Welsh Government Attendance drive  | JI/ HH     | Built into budget | Attendance above 93%. Action for every persistent absentee for attendance between 85%. Meeting with parents of pupils and begin a 6-week improvement attendance plan. Reduce 5% difference eFSM | Tracking of attendance & punctuality, meetings with EWO.                           |  |  |  |  |
| <b>Assessment</b><br>Continue to refine and monitor assessment procedures in line with Curriculum for Wales and RED<br><br>Continue to refine and promote high quality feedback in all classes.<br><br>Further develop moderation strategies for new assessment arrangement to ensure consistency and robust assessment | All staff are able to assess and identify pupil attainment and progress against their targets/ baseline using marking strategies and bespoke tracking systems in line with progression stages of Curriculum for Wales<br>All staff are using effective questioning and clear ways forward for pupil next steps | JI/ LB/ BD | Built into budget | *Success criteria must be specific and in child friendly language to enable the pupil to achieve the specific task<br>*Taith must be use to track progression and attainment                    | Listening to learners, book samples, learning walks, attainment and progress data. |  |  |  |  |
| <b>Speech &amp; Language</b><br>Continue to identify concerns and improve the speech and language skills of pupils on entry at Nursery and Reception. Monitored through baseline & language links assessment  | Early identification of pupils with speech difficulties and to reduce the number of pupils with severe speech difficulties by 50%  | KW/ BD     | Built into budget | Lower number of pupil's speech and language difficulties in EY  | Listening to Learners, attainment and progress data, learning walks.               |  |  |  |  |
| <b>Leadership</b><br>Develop the role of <b>middle &amp; senior leaders</b> in the self-evaluation, monitoring and recording process. School Improvement planning.  | Middle & senior leaders to take part in the Monitoring, Evaluation and Recording process, reporting to GB and responsibility/ accountability for   | CH/JI      | Built into budget | Lead and assist with strengths and ways forward   | Listening to learners, learning walks, book scrutiny & observations                |  |  |  |  |

|                        |                                    |  |  |  |  |  |  |  |  |
|------------------------|------------------------------------|--|--|--|--|--|--|--|--|
| Emerging leaders focus | leading aspects/ areas of the SIP. |  |  |  |  |  |  |  |  |
|------------------------|------------------------------------|--|--|--|--|--|--|--|--|

## POLICY REVIEWS - 2023-24

### Statutory

|  |        |
|--|--------|
| Governors' Annual report to Parents                | Annual |
| Self-evaluation Annual Report                      | Annual |
| Instrument of Governance                           | Annual |
| Admissions   | Annual |
| Child Protection                                   | Annual |
| Safeguarding                                       | Annual |
| Performance Management                             | Annual |
| School Improvement Plan (SIP)                      | Annual |
| Register of Business Interest                      | Annual |
| School Prospectus                                  | Annual |
| Teachers pay Policy (ERW)                          | Annual |
| Health & Safety                                    | Annual |
| Disciplinary                                       |        |
| Grievance & Complaints                             |        |
| Capability   |        |
| Restorative Practice and Behaviour & Anti Bullying |        |
| Sex and Relationships Education                    |        |

| Transition Policy   |   |
|---|---|
| Freedom of Information Publication Scheme                                       |   |
| Data Protection & Access to Record Policy                                       |   |
| WG / LA Priorities  | Comments  |
| Raising standards in Literacy   | Priority 1 & Whole school on going priorities use of budget and grant funding streams   |
| Raising standards in Numeracy   | Whole school on going priorities use of budget and grant funding streams  |
| Focus on minimising the effect of poverty on attainment                         | Priority 1,2 & 3 use of budget and grant funding streams  |
| 3-year plan   | Focusing on internal priorities and external drivers including literacy, numeracy, counteracting the impact of deprivation and the development of a new curriculum & assessment |
| SIP approved by the Governing Body  | Draft discussed in detail in GB meetings (Summer 25), also placed on website  |
| Copy of SIP distributed to all staff and governors                              | Presented to staff -Summer 25 ready for Autumn 25   |
| Summary copy of SIP available on school website                                 | Autumn Term 2025  |
| Relevant SIP priorities monitored in each relevant governing body sub committee | Included in the planned agenda & Termly review RAYG shared  |
| GB have reviewed and updated the SIP where appropriate                          | Included in the planned agenda & Termly review RAYG shared  |
| SC clear and quantifiable   | Linked to data targets and specific qualitative outcomes where possible   |
| Attention given to leadership development                                       | Whole school priorities and Professional learning plans/ case studies   |
| Accountability noted clearly  | Lead personnel, monitoring/reporting processes identified for each action   |
| Financial resources clearly recorded  | Each action is costed and linked to budget or already included in budget  |
| Workforce development clearly noted   | Priorities 1, 2 and 3 and Professional Learning   |
| Development Needs of all staff clearly noted                                    | Priorities 1, 2 and 3 and Professional Learning   |
| Review of the previous SIP  | Termly reviews & Self Evaluation  |