



Ysgol Gymraeg Pwll Coch

School Improvement Plan: Summary

2025-26

School Self-Evaluation: Overview

Strengths:

- Most pupils recall previous learning with increasing independence, gaining new knowledge, understanding, and skills. They develop their thinking and problem-solving abilities well across a range of areas. With growing independence, most pupils apply their understanding, knowledge, and skills effectively to new situations, both inside and outside the classroom.
- Most pupils feel safe and free from physical and verbal abuse at school. They develop confidence well. They understand how to make healthy choices in relation to diet, physical activity, and emotional well-being. Most are aware of a range of risks, how they may appear, and how to keep themselves safe online.
- Most pupils develop their physical skills well and make beneficial and active choices. For example, by responding very positively to opportunities to engage in a wide range of physical activities during lessons, break/lunch times, and after-school clubs/activities. They show a clear awareness of the benefits of physical activity and cite appropriate examples of their progress.
- Almost all pupils behave well in lessons. They have a good understanding and application of the purposes of rules, rewards, and sanctions in school. They have a good awareness of how laws are formed and how they apply to themselves and increasingly to wider society. Pupil behaviour during break and lunch times is good, with most pupils consistently behaving well in these contexts.
- Most pupils respond well to the contributions of others when speaking and listening. They also respond well when different viewpoints are shared, even when reacting to those they disagree with. Most pupils show a good ability to learn independently, knowing what to do to improve their learning and how to seek support.
- High-quality learning experiences are based on a good level of challenge for learners. Learning development through authentic contexts has a strong and very positive impact on curriculum quality. Regular learner voice/influence is increasingly influential in sharing provision in terms of high ambition.
- The school provides valuable, regular, and relevant learning experiences outside the classroom. This learning links directly to the planned curriculum and makes very beneficial use of visits to develop pupils' interest and understanding of specific areas of learning. The school successfully enriches the curriculum through a wide range of clubs and additional activities that reflect the four purposes well.

- The school uses partnerships with other organisations to provide very effective support for learners with special and broader additional needs. The school engages with specialist agency services, especially for learners facing significant barriers to learning. The quality and impact of this are good.
- Leaders establish beneficial relationships with parents and have good lines of communication with them, enabling parents to support their children well and raise any issues that may affect their child’s learning and well-being. The school effectively helps develop parents’ ability to support their own children.

- Areas for Improvement:**
- Ensure that pupils make individual choices about their learning in order to develop as independent learners.
 - Refine assessment arrangements to ensure an appropriate level of challenge and high expectations for every learner.
 - Close the poverty gap, with a focus on pupils’ reading skills across the school.

SIP Evaluation 2024 /2025	
Priority	Progress Evaluation
Refine and align provision, ensure ambition, and deepen staff understanding of progression in order to raise standards of pupils’ extended writing across the school.	Having introduced extended writing teaching strategies across the school at the start of the year, every teacher is now using the strategies effectively and consistently. As a result, pupils are building the necessary skills to write effectively across a wide range of forms appropriate to their age and ability. Most pupils use assessment for learning strategies confidently to assess progress, understanding, and to plan the next steps in their learning. However, not all pupils assess their peers’ work in a mature and challenging way that moves learning forward. Following a comprehensive training programme, almost every member of staff understands the principles behind the schemes of work and is aware of purposeful progression within the planning. Nevertheless, there is a need to focus on approaches in Years 1 and 2 from September 2025, tailoring the methods to be more suitable for the age and principles of Foundation Learning.
Deepen all school staff’s understanding of the requirements of the Digital Competence Framework in order to enrich provision and lead to appropriate progress for every learner.	Since introducing new expectations and a new programme of work in September, every member of staff has been planning a wide range of digital experiences for pupils effectively. As a result, almost every pupil across the school is developing their digital skills proficiently across a wide range of areas. As pupils progress through the school, their digital skills develop appropriately according to their age and ability, and a rich cross-section of work is evident. Most pupils present and discuss their work maturely. However, not all pupils complete the work every time. To ensure appropriate completion of work by all pupils, the

	timetable needs to be reconsidered to ensure there is sufficient time to complete tasks fully.
Improve opportunities within real-life, authentic contexts to develop pupils' numeracy skills across the curriculum in order to deepen their understanding of mathematical concepts.	The mathematical skills of most pupils across the school are developing securely. They learn new skills well and apply their abilities across an increasingly wide range of real-life, authentic contexts. Teachers plan purposeful sequences of lessons that build appropriately on one another. As a result, most pupils are working at the expected level for their age. The progress and attainment of most pupils within the Big Maths programme is secure. Most pupils are developing their awareness of numeracy across the curriculum confidently. They are appropriately developing their independent learning skills, applying their numeracy skills well. They solve complex problems using varied and robust methods. Following a series of training sessions, almost every teacher shows confidence in planning numeracy lessons across the curriculum. However, there is room to further explore opportunities to develop numeracy skills within the Science and Technology area of learning.
Continue to develop ALN and Well-being provision across the school to ensure that every learner, including pupils with ALN, has full access to the school curriculum.	In every class across the school, 'universal provision' strategies have been embedded, including visual timetables, now-and-next tasks, and well-being corners. As a result, most pupils, including those with ALN (Additional Learning Needs), successfully self-regulate well in the classrooms. Provision for pupils with ALN is consistent and supports almost every ALN learner to make good progress from their starting points. Leaders and key staff successfully track pupils' progress. As a result, they effectively plan the next steps and set appropriate targets for each learner. The literacy classroom is now well established, and as a result, almost every learner with literacy difficulties receives appropriate support. Most pupils engage well with the lessons and make solid progress. The school's provision for supporting pupil well-being is good. Purposeful interventions support individuals and specific groups across the school. As a result, many of the school's most vulnerable pupils receive consistent and appropriate support.
Develop the learning environment of the Foundation Learning classrooms (indoors and outdoors) to enrich provision and improve learner independence.	Following an extended training programme, every member of staff in the Foundation Learning department has developed a strong understanding of appropriate principles. With a focus on Froebelian principles, a new way of setting up provision has become embedded across every classroom in the department. As a result, most pupils are developing their independence and enthusiasm towards their learning. Almost every adult in the department acts effectively as an 'enabling adult', purposefully challenging, supporting, and moving learning forward. Most classrooms have developed into stimulating and homely learning environments. As a result, most pupils are developing their skills well across a wide range of areas.

	The outdoor learning areas have developed throughout the year; however, investment in resources is needed to ensure that there is a clear focus on developing specific skills in these areas.
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SCHOOL IMPROVEMENT PRIORITIES 2025 /2026		
Priority	Collaboration and Support	
Priority 1 Strengthen assessment procedures to ensure a consistent level of challenge and high expectations for every pupil.	<ul style="list-style-type: none"> Engage with the NACE programme by collaborating with NACE Schools across the region. CPD training programmes focused on assessment arrangements and level of challenge. Collaborate with the Glantaf Cluster at leadership level and within year group forums. 	
Milestones – December Focus: Establish and Plan <ul style="list-style-type: none"> Review current assessment policies and procedures. Deliver staff training on effective and collaborative assessment practices. Define clear expectations for each year group and subject. Establish monitoring systems to track pupil challenge and progress. 	Milestones – March Focus: Establish and Plan <ul style="list-style-type: none"> Review current assessment policies and procedures. Deliver staff training on effective and collaborative assessment practices. Define clear expectations for each year group and subject. Establish monitoring systems to track pupil challenge and progress. 	Milestones – July Focus: Establish and Plan <ul style="list-style-type: none"> Review current assessment policies and procedures. Deliver staff training on effective and collaborative assessment practices. Define clear expectations for each year group and subject. Establish monitoring systems to track pupil challenge and progress.
Priority 2 Provide opportunities for pupils to take responsibility for their learning in order to develop as independent learners.	<ul style="list-style-type: none"> Engage with the Consortium case study ‘Developing Learner Independence and Effectiveness’. Collaborate with and visit other schools that effectively and positively promote independence in their lessons. Form learning triads within the school with a focus on independence. 	
Milestones: December Focus: Planning and raising awareness <ul style="list-style-type: none"> Introduce the concept of independent learning to 	Milestones: March Focus: Developing practices and skills <ul style="list-style-type: none"> Pupils regularly use self-assessment methods. 	Milestones: July Focus: Consolidation and evaluation <ul style="list-style-type: none"> Pupils lead their learning in independent

<p>pupils through classroom activities.</p> <ul style="list-style-type: none"> • Develop staff understanding of strategies to nurture independent learners. • Begin using self-assessment and reflection tools (e.g. progress charts, learning journals). • Involve pupils in setting personal targets for their learning. 	<ul style="list-style-type: none"> • Provide opportunities for pupils to choose learning methods or activities. • Hold regular reflection sessions where pupils discuss their progress and targets. • Share good practice among staff and hold professional development sessions. 	<p>or collaborative projects.</p> <ul style="list-style-type: none"> • Evaluate the impact of strategies on pupil independence through feedback and data. • Celebrate pupils' achievements as independent learners (e.g. exhibitions, certificates). • Review and refine approaches for the following year.
<p>Priority 3</p> <p>Improve school procedures to reduce the poverty gap, with a focus on strengthening the reading skills of disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Collaborate with cluster schools to share data, successful strategies, and resources. • Triads – teachers to collaborate/observe each other and share best practice in reading following research. • Form professional learning communities focused on closing the reading gap. 	
<p>Milestones: December</p> <p>Focus: Establishing foundations and gathering data</p> <ul style="list-style-type: none"> • Review and refine current procedures related to inclusion and reading progress. • Conduct detailed analysis of reading data for disadvantaged pupils. • Establish a steering group or focus teams to lead the work. • Begin staff training sessions on effective reading strategies for disadvantaged pupils. • Start regular monitoring of reading progress through baseline assessments. 	<p>Milestones: March</p> <p>Focus: Implementation and monitoring</p> <ul style="list-style-type: none"> • Implement targeted reading strategies for disadvantaged pupils. • Ensure school procedures support collaboration between staff, parents, and communities. • Monitor pupil progress regularly and hold review meetings. • Share good practice within the school and across the cluster where relevant. • Review the impact of procedures on reducing the poverty gap. 	<p>Milestones: July</p> <p>Focus: Evaluation and expansion</p> <ul style="list-style-type: none"> • Conduct a final evaluation of the impact of reading strategies and school procedures. • Gather feedback from staff, pupils, and parents. • Identify pupils who have made significant progress and share successes. • Prepare an action plan for the next year based on learning and evaluation. • Expand successful approaches to other areas of the curriculum where appropriate.

