

School Improvement Plan

2025 – 2026

Summary (September 2025)



**Ysgol Gynradd
Gwaelod y Garth
Primary School**



School Self-Evaluation: Summary

Strengths	Areas for development
<p>IA1 – Teaching and Learning</p> <ul style="list-style-type: none"> • Most pupils are appropriately challenged and there are high expectations of pupils' attainment and progress. • Most pupils demonstrate appropriate levels of proficiency in literacy, numeracy, digital competence and Welsh (first and second language) and generally make good progress in development and within lessons. • Learning opportunities and contexts are meaningful and interesting for pupils in most lessons. • Almost all pupils engage well with learning tasks and show positive attitudes to learning, with many eager and motivated. Almost all pupils are independent in their learning, including from an early age. • The learning environment is supportive and relationships between adults and pupils and among are very supportive. • Clear goals are recorded for each task with largest number of books including bespoke success criteria to help complete the goal. Pupils are given appropriate feedback in order to move their learning forward. <p>IA2 – Wellbeing, Care, Support and Guidance</p> <ul style="list-style-type: none"> • The school provides effective and high-quality care, support and guidance to pupils within an environment where the wellbeing of all pupils is prioritised and where pupils are safe. • Attendance of almost all pupils is very good and support is in place to support where needed. • Almost all pupils show high levels of respect and behaviour and there is a strong sense of belonging and community. Pupils' voice is strong in the school and leadership opportunities are provided strategically. As a result, many pupils are strong leaders. <p>IA3 – Leadership and Improvement</p> <ul style="list-style-type: none"> • School leaders, at all levels, are effective in setting a clear vision and in developing an inclusive culture and ethos across the school and wider community. • Resources are managed effectively in order to develop areas for improvement, to address national priorities and to ensure that pupils learn effectively and make progress. • Self-evaluation processes are effective and lead to strategic improvement. • The school Governors are effective in their roles and progressive in providing support and challenge. 	<ul style="list-style-type: none"> • To provide additional opportunities for Welsh oracy (first and second language) to raise confidence and standards • Develop more sophisticated tracking systems to further reduce the number of pupils with lower reading skills • Ensure consistent use of effective pedagogy so that all pupils make the best possible progress in each lesson • Increase outdoor learning experiences in order to promote wellbeing and promote meaningful curricular experiences. • Further develop Restorative Approaches, including peer training • Consider whether more can be done to reduce the poverty gap • Ensure the best possible attendance for all pupils • Further develop practices that celebrate diversity • Ensure that tracking and assessment systems are as effective as possible, working in collaboration with other schools • Further develop the roles of middle and senior leaders and respond to changes to the school's senior leadership structure



Evaluation of the School Improvement Plan 2024-25

Priority	Evaluation of progress
<p>Priority 1: Curriculum: Continue to embed Curriculum for Wales in all aspects of learning and teaching across the school by deepening cross-curricular learning, promoting diversity and ensuring effective use of the statutory WMN and RSE frameworks.</p>	<ul style="list-style-type: none"> • Increase in cross-curricular experiences and planning, particularly in literacy. • Humanities and Health and Wellbeing learning continues to be updated and effective in meeting the expectations of the CGM and RSE framework. Increased staff confidence in planning these. • An effective model to track the progress and attainment of Language, Literacy and Communication and Maths and Numeracy has been established. • Staff are more confident in their understanding of the Four Purposes and are effective in encouraging the attributes of the 4 Purposes.
<p>Priority 2: Pedagogy: Refine teaching and learning through the use of effective pedagogy to ensure learners make the best possible progress.</p>	<ul style="list-style-type: none"> • Effective pedagogy at work that promotes the progress of learners and trained staff in key areas. • Most learners are more effective in discussing and reflecting on their work in order to apply their learning effectively. • Most staff are effective and consistent in the use of effective pedagogies, including in responding to work in order to promote progress.
<p>Priority 3: Wellbeing and Inclusion: Building on the strong wellbeing provision that already exists by strategically introducing restorative approaches across the school and delivering inclusive educations that support groups of vulnerable learners.</p>	<ul style="list-style-type: none"> • Strategically Introduced Restorative Approaches; staff and pupils are confident in using restorative principles. • Most pupils increasingly discuss their emotions and needs using appropriate language. • A dedicated area to build lifelong skills for pupils and an established and effective ALN. • Staff with a better awareness of the needs of the most vulnerable pupils in relation to poverty.
<p>Priority 4: Speaking and Reading: Building on existing good practice in order to develop oral and reading provision and experiences across the school in order to raise standards of oral and reading in Welsh and English.</p>	<ul style="list-style-type: none"> • Most pupils are making good progress in their speaking and reading skills in Welsh and English and good standards of speaking and reading across the school. • Most pupils are proud of their Welshness; success in winning the Gold of the Language Charter. • Most pupils are confident in speaking Welsh in informal and formal situations. • Most pupils are confident to speak and perform in public.
<p>Priority 5: Leadership: Develop leadership at all levels across the school by providing development opportunities for all school staff and ensuring clarity of role for middle and senior leaders.</p>	<ul style="list-style-type: none"> • Clear leaders' roles and responsibilities and effective performance management processes in place • Middle leaders play a more prominent role in leadership and in evaluation and improvement. • Governors play a leading role in the school's processes and are effective in meeting Governmental requirements. • The voice of the pupils is prominent and firm in the school's strategic changes. • Link between the school and the community is strong.



School Improvement Plan Priorities 2025-26

Priority	Skip to footer	Support
<p>1. Skills: Build on good practice and 24-25 developments to develop the provision and raise standards of Welsh speaking and reading across the school, with a particular focus on ensuring active literacy for all pupils.</p>	<ul style="list-style-type: none"> Increasing the number of spoken Welsh First language and second language experiences Further immersion training Creating a Clwstwr portfolio Renewal of phonics and reading tracking methods Developing reading areas 	<ul style="list-style-type: none"> Plasmawr Cluster Collaboration Assessment CLIP - reading and literacy tracking
<p>December Milestones</p> <ul style="list-style-type: none"> All classes effectively increase oral provision Updated phonics and reading tracking methods leading to early identification of needs The cluster's Welsh writing portfolio is complete 	<p>March Milestones</p> <ul style="list-style-type: none"> Mapped verbal syntax from M-B6 Reading areas of all classes are developed and attractive areas for pupils Second language staff have worked with other schools to share good practice Further early immersion training 	<p>July Milestones</p> <ul style="list-style-type: none"> Almost all learners show good progress in speaking and reading
<p>2. Pedagogy: Refine teaching and learning through the consistent and strategic use of effective pedagogy to ensure learners make the best possible progress.</p>	<ul style="list-style-type: none"> Review key policies Staff pedagogy training: questioning, discriminating, scaffolding 'Ready for Success' Maths Project Increase outdoor experiences Ensuring the consistent quality of M-B2 continuous provision 	<ul style="list-style-type: none"> Consortium staff training Welsh Government Mathematics Project and Clwstwr
<p>December Milestones</p> <ul style="list-style-type: none"> Learning and teaching policies thoroughly reviewed with staff to ensure good understanding and best practice. Staff have received Vygotsky training Each teacher has read and discussed Estyn's thematic report 'CfA Pedagogy'. Pedagogy CPA mathematics B6 piloted and evaluated Ongoing provision evaluated 	<p>March Milestones</p> <ul style="list-style-type: none"> Staff have received scaffolding and discrimination training Staff have received outdoor methods training and outdoor provision has increased Approaches to Learning Reviews of the youngest pupils reviewed to increase effectiveness Continuous provision more consistently in the youngest classes 	<p>July Milestones</p> <ul style="list-style-type: none"> All staff effectively discriminate Almost every pupil makes good progress in every lesson
<p>3. Assessment: Build on strategic tracking systems to</p>	<ul style="list-style-type: none"> Setting up seasonal progress meetings 	<ul style="list-style-type: none"> Assessment and tracking CLIP



<p>ensure high standards, identify need early and identify next steps for all pupils.</p>	<ul style="list-style-type: none"> • Refurbishment of phonics and reading tracking system • Comparative Judgement Project 	<ul style="list-style-type: none"> • Assessment CLIP
<p>December Milestones</p> <ul style="list-style-type: none"> • First seasonal progress meetings held and effective in identifying an additional way forward for almost all pupils • Assessment CLIP meetings have led to sharing of good practice • One member of staff has worked with cluster schools to develop a shared understanding of progress 	<p>March Milestones</p> <ul style="list-style-type: none"> • Adapting tracking systems to be more effective as a result of sharing good practice in the CLIP • Progress Meetings are ongoing and effective in identifying need and modifying provision. • Staff are more confident, strategic and progressive in identifying pupils who need extra support. 	<p>July Milestones</p> <ul style="list-style-type: none"> • Almost all pupils make good progress as a result of identifying needs at an early stage
<p>4. Wellbeing and Inclusion: Further develop Restorative Approaches strategically across the school and introduce additional inclusive strategies to enrich provision that supports the wellbeing and inclusion of all.</p>	<ul style="list-style-type: none"> • Further Restorative Methods training for all on Restorative Enquiry • Restorative Methods Training for pupils (Peers) • Poverty Gap Reduction Project • Review of attendance and promotion • Further diversity training • Increasing the opportunity to work with families in the community 	<ul style="list-style-type: none"> • Company WRAP • Welsh Government Poverty Gap Project and Clwstwr • Radyr and Plasmawr Cluster - presence
<p>December Milestones</p> <ul style="list-style-type: none"> • New staff have received initial Restorative Methods training • An additional 2 members of staff have received advanced Restorative Methods training • Staff have received additional training on Restorative Cycles • Pupils target attendance identified and receiving additional support • Poverty Gap Auditorium held in collaboration with Clwstwr Plasmawr and CNE schools • Reached out to community members and families in order to further strengthen ties. • SHRN and WSAEMW well-being questionnaire response plan developed • 'Trauma Informed' training for all staff 	<p>March Milestones</p> <ul style="list-style-type: none"> • All staff have received Restorative Enquiry training • Attendance target approaches continue to receive additional support and this increases attendance • Effective collaboration between the school and attendance officers • Increase in curricular and extra-curricular experiences offered by families and the school community • Validated Rights-Respecting Schools Silver Award • Provision adapted to adapt to pupils' comments in the well-being questionnaires. • Staff are more aware of trauma needs and use trauma-friendly strategies 	<p>July Milestones</p> <ul style="list-style-type: none"> • Consistent use of Remedial Methods across the school by almost all staff • Almost all pupils report and exhibit high standards and progress in their well-being. • Almost all pupils have a vocabulary suitable for