



School Improvement Plan

2026 – 2027

Summary



**Ysgol Gynradd
Gwaelod y Garth
Primary School**



The School's Vision

Inspire – Support – Succeed

Our aim as a school is to provide the best possible standards of teaching and support to all pupils within an environment where everyone has numerous opportunities to achieve and exceed their potential.

Our community and environment here at Ysgol Gwaelod y Garth provide a range of rich opportunities that **inspire** our pupils to be ambitious and inquisitive learners. The rural area, forest and mountain provide beneficial outdoor experiences and encourage independence and curiosity. The community is an integral part of our *cynefin* and we work with members of the community to build on the sense of **belonging** that typifies us. This active relationship is central to the life of Ysgol Gwaelod y Garth as the potential of each pupil is nurtured within the school, the community and beyond.

Bilingualism is celebrated in our school and the natural collaboration between the two streams enables us to foster confident pupils who take pride in their language and culture. All pupils will be challenged, and high expectations are an integral part of our school. All pupils will receive all possible **support** to **succeed** and we pride ourselves on the supportive, inclusive ethos within our school. All pupils are encouraged to be the best they can be.

Through our **Llais** committees, we encourage all pupils to contribute to the life of our school and to make strategic decisions. They are encouraged to make choices that will have a positive impact on their school, their community, their country and the wider world. We appreciate the multicultural nature of our area and the capital city, and we encourage respectful and caring pupils who celebrate their differences. At Ysgol Gwaelod y Garth we pride ourselves on our identity and *Cymreictod* and our curriculum celebrates our languages, histories, culture and *cynefin*.



Evaluation of 2025-26 School Development Plan

Priority 1: Literacy Skills: How can we develop further to give pupils additional opportunities to develop their Welsh speaking and reading skills?

Evaluation: The school has made strong progress in developing pupils' oral and reading skills, with staff planning a wider range of oral experiences and using effective methods to support the development of Welsh and English. Most pupils show increased confidence in oracy and are making very good progress in their phonics and reading skills, with staff using data effectively to identify and support those who need additional support. In addition, improvements to the reading environment and range of resources have increased the enjoyment and engagement of most pupils with reading.

Priority 2: Pedagogy: How can we develop and harmonise effective pedagogy to ensure learners make the best possible progress?

Evaluation: This priority has been successfully achieved, with greater consistency in teaching and learning across the school, enabling most pupils to make good and consistent progress across the curriculum. Almost all pupils receive provision tailored to their needs, and most show increased confidence in problem solving, mathematical reasoning and applying their skills in meaningful and independent contexts. There is room for further and extended use of the external environment.

Priority 3: Assessment and tracking: How can we build on existing tracking systems to ensure high standards, identify need early and identify next steps for all pupils?

Evaluation: This priority has been successfully achieved, with almost all staff confident in identifying additional learning needs and using assessment information to plan effective support. Termly progress meetings are firmly established and ensure that pupils facing barriers to learning are promptly identified and receive bespoke interventions, where possible. In addition, active literacy tracking processes and effective use of the Comparative Judgement tool have strengthened staff's understanding of progression in writing and helped to plan clear next steps to support pupils' progress.

Priority 4: Well-being and Inclusion: How can we develop our use of restorative approaches and can we enrich our well-being and inclusion provision in a way that promotes the well-being of all?

Evaluation: This priority has been successfully achieved, with almost all staff and most pupils consistently using restorative approaches, contributing to a positive culture of wellbeing, respect and strong relationships across the school. Effective work to identify and support learners who face disadvantage has led to the implementation of bespoke strategies to reduce the impact of poverty. Attendance is strong and there are high standards of wellbeing for most pupils and staff. Understanding of children's rights, diversity and anti-bullying has strengthened among pupils, staff and parents, contributing to the school's success in achieving the Rights Respecting Schools Silver Award and increasing parental involvement in school life.



Evaluation of the school's self-evaluation findings

Strengths	Areas for development
IA1: Teaching and Learning • Most teachers set high expectations and provide an appropriate level of challenge that enables most pupils to make good progress from their starting points. • Most pupils develop and apply their literacy, numeracy, digital competence and Welsh skills effectively across the curriculum. They make good progress during lessons and over time. • Teachers design authentic, stimulating and meaningful learning experiences that engage most pupils and promote their active participation. • Almost all pupils show very positive attitudes to learning and purposefully engage with their work. Many show strong resilience and perseverance, and almost all develop as independent learners from an early age. • There is a supportive and inclusive learning environment where working relationships between staff and pupils, and among pupils themselves, are strong and based on mutual respect. • Learning objectives and success criteria are generally clear and purposeful. Most teachers provide timely and effective feedback that helps pupils understand their strengths and the next steps in their learning.	• Ensure that all pupils make strong progress in their reading skills • Ensure that provision and planning are always meaningful and purposeful • Implement innovative pedagogies to ensure the best progress for all pupils • Develop outdoor learning experiences to further promote pupils' enthusiasm and wellbeing.
IA2: Wellbeing, Care, Support and Guidance • The school provides high-quality care, support and guidance in a safe, caring and inclusive environment that gives clear priority to the wellbeing of all learners. • The attendance of most pupils is good (95.3%) and attendance of groups of pupils is very good (ALN 95.7%, FSM 93.1%). The school effectively monitors attendance and implements a range of interventions to support improvement where necessary. Almost all pupils behave very well and show a high level of respect for others. A strong sense of community and belonging is evident across the school. • Pupils have a strong voice in school life and contribute effectively to decision making. Leadership opportunities are intentionally designed and, as a result, many pupils develop into confident and effective leaders. • Provision for pupils with ALN is strong. Identification, planning and monitoring processes are effective, ensuring that almost all learners with ALN make very good progress towards their targets.	• Strengthen the school's commitment to equity and reduce the impact of poverty by building on the 2025-26 audit • Deepen and embed a whole-school approach to restorative approaches to ensure that practices are self-sustainable into the future and reflected within school policies • Ensure consistency and excellence among all staff in responding to neurodiversity and trauma



IA3: Leadership and Improvement

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| <ol style="list-style-type: none">1. Leaders at all levels provide clear strategic direction and promote a common vision rooted in an inclusive culture of learning, well-being, and continuous improvement.2. Leaders use human, financial, and physical resources effectively to support school improvement priorities, respond to national priorities and improve pupil outcomes.3. Self-evaluation arrangements are rigorous and based on a wide range of direct evidence. Findings are used effectively to identify strengths and priorities of development.4. Governors carry out their duties effectively and have a secure understanding of strengths and areas for improvement. They provide an appropriate level of challenge and support to leaders.5. Planning for improvement is clear, strategic and strongly focused on the impact on pupils' progress, wellbeing and achievement. As a result, the school demonstrates a strong capacity to sustain and ensure continuous improvement. | <ul style="list-style-type: none">• Further develop the role of middle leaders as pedagogical leaders to ensure consistency in the quality of teaching and learning across the school.• Further refine tracking processes to be as effective as possible in identifying need and targeting support• Further strengthen the link between improvement priorities, CPD and staff and learner outcomes. |
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School Improvement Plan Priorities 2026-27

Priority	Key Steps
1. Reading Skills: Ensure that all pupils make strong progress in their reading skills by using evidence-based pedagogy, targeting support and committing to an environment that promotes reading across the school.	• Undertake a whole class literacy intervention 'RILL' in years 3 and 4 • To maintain the CAL:ON literacy CPD programme for all staff • Developing 'Tric a Chlic' tracking to be more sophisticated • Deliver the Monster Phonics phonics programme in the English Department and in Year 3 • Introducing a new spelling programme 'Ants and Bees' / 400 word keywords • Raising standards for Core Welsh (second language)
2. Purposeful Planning: To strengthen planning approaches to be intentional, coherent and purposeful, in line with Curriculum for Wales, and to ensure that almost all pupils make good progress as a result of access to engaging, authentic and purposeful learning experiences.	• Adapt medium and short term planning approaches using Storyboards • Review learning contexts to ensure they are purposeful and meaningful • Develop a shared vision of progress in the 4 Purposes • Ensure that continuous provision is consistently ambitious and purposeful • Increase outdoor curriculum provision • Provide Middle Leader training to strengthen leadership capacity • Adapt performance management processes to identify, celebrate and share good practice
3. Innovative Pedagogy: To develop and embed innovative teaching practices that promote robust participation while improving the quality of learning and offering an effective challenge to all pupils.	• Develop Adaptive Teaching pedagogy • Ensure that all members of staff are skilled at questioning in order to challenge and extend learning • Cascade the CPA approach across the school to increase confidence in the 5 mathematical proficiencies • Ensure that mathematical manipulatives are used effectively and consistently • Provide training and practical opportunities to use new technologies and AI safely and effectively • Further develop Froebelian pedagogy in the Early Years.
4. Wellbeing and Inclusion: Ensure that all pupils thrive socially and emotionally by strengthening wellbeing provision within a learning environment that is inclusive and fair for all.	• Ensure best practice to support neurodiverse pupils through Autism <i>Education Trust</i> training and audit • Develop a trauma awareness 'Toolkit' • Develop and implementing a Poverty Gap Policy and creating a Poverty Gap Action Plan • Ensure that children's rights inform decisions, policies and practices across the school • Analyse and use the findings of SHRN and WSAMWB to adapt the curriculum • Deepen and embed a whole-school approach to restorative approaches and develop sustainable practices for the future



	December Milestones	March Milestones	July Milestones
P1: Reading	- RILL 20 week programme in place - OdEx B3-5 assessments completed - Monster Phonics program in place in Y3 and 2E - Pupils receiving intervention as a result of active literacy tracking - Each class listens to literature every day - Termly cold writing task established - Way forward for Ants and Bees / 400 words clear - Second language oracy maps lead to raising standards	- CAL:ON whole staff 8-module training programme completed - Adapted whole class spelling and reading programmes and interventions to reflect way forward for Ants and Bees / 400 words	- Subsequent OdEx B3-5 assessments have been completed and show an increase in pupils' reading and speaking skills across learning groups. - Evidence that cold tasks lead to bespoke provision for each child - Increase in pupils' listening skills - Second language spoken maps lead to raising standards - More pupils on track to reach functional literacy
P2: Planning	- Mid-term planning now in the form of Storyboards and the 'why' clearer - Adapted and more effective and efficient short-term plan format - Continuous provision consistently ambitious and purposeful - Adventure time established - Outdoor learning training cascaded - Middle leaders trained - Performance management clearly engages with monitoring feedback - Shared good practice has increased within the school	- Monitoring demonstrates improved pupil engagement as a result of change in planning emphasis - Mid-term plans increasingly tailored to the needs of the specific pupils in the class	- Rotation and learning contexts have been revised and adapted - All staff have a shared vision of progress in the Four Purposes - Staff have a shared understanding of best practice of Aims, SC and Challenge setting procedures - Monitoring feedback and follow-up support drive improvement across the school - Mid-term plans increasingly tailored to the needs of the specific pupils in the class
P3: Pedagogy	- Lead staff have received Adaptive Teaching training (HS GW HD) - All staff have received CPA training (Professor Ban Har) - Staff have received manipulatives training - Staff have received INSET digital teaching - Partnership established with Cardiff Met to develop Froebel's pedagogy - Baseline Assessment in Y1 established	- Further training and networking adaptive teaching - All staff use a CPA approach when teaching Maths - Consistent use of manipulatives - Staff regularly use PL from digital INSET - Early years staff further develop Froebelian understanding	- All staff have received rigorous training and are using manipulatives more effectively to promote progress - Froebel well-established in the early years - Adaptive Teaching effectiveness evaluated and way forward determined - Effective and consistent questioning deepen learning - CPA approach robust and staff confident - Froebel's pedagogy firmly in Nursery and Reception
P4: Inclusion	- All staff have received AET training - AET audition conducted and action plan in place - Policies and Practices Increasingly Consider Rights - SHRN Questionnaires Completed - Restorative Approaches – Year 3 programme set - Coffee mornings have started (Autism)	- Trauma toolkit created - Poverty gap policy and cluster poverty gap action plan in place and impact daily habits - Policies and Practices Increasingly consider Rights - Staff have received further Restorative training and are confident in implementation	- SHRN data analysed, action plan created and curriculum revised - All staff consistently responding within a trauma awareness and neurodiversity framework - All aspects of school life are consistent with the principles of respecting rights and the path to the Gold Award is secure. - Coffee mornings programme complete