

ST. ILLTYD PRIMARY SCHOOL.



School Improvement Plan 2026-27

Be ambitious, Be creative, Be kind, Be YOU

Our School Aims

- create a fun environment where a high standard of learning takes place which encourages independence.
- develop a curriculum that provides a wide range of learning experiences that caters for the needs and abilities of all children in an ever changing technological world.
- celebrate and respect that we are all different and develop children who have skills for life in an ever changing world.
- work in partnership with parents and the wider community to create positive partnerships.
- develop a curriculum that has children at it's centre and promote well being as a fundamental part of this vision.
- be a school that collaborates, innovates and is forward thinking.
- ignite a life long passion for learning.

Previous Estyn Recommendations

R1. Improve provision to develop pupils' literacy and numeracy skills

R2. Ensure that the quality of teaching is consistently good or better in all classes

R3. Improve self-evaluation and improvement processes

R4. Improve the effectiveness of staff in leadership roles

The school's long term goals in line with Welsh Government aims

1. Enabling all learners, and in particular those from disadvantaged backgrounds, to progress along their own learning pathway and raise their aspirations to achieve their full potential; allied to a range of assessment approaches to understand and support this progress.
2. Co-constructing a curriculum, in line with the Curriculum for Wales Framework, which promotes a broad range of knowledge, skills and experiences (including social and interactional experiences) with a clear understanding of why these matter.
3. Ensuring the school environment supports learners' and practitioners' well-being.
4. Supporting practitioners' understanding of what works in curriculum design by investing in the enquiry and pedagogic skills of all staff.
5. Enabling ambitious professional learning for all practitioners in a school dedicated to being a learning organisation.
6. Embedding reflection, self-evaluation and improvement within schools, with good school leadership as a pre-condition for that.
7. Being at the heart of their communities - building better relationships between schools and families, communities and employers, to support and promote educational achievement and excellent employment, next steps education and training.
8. Listening to children and young people as they engage with their learning and supporting them in achieving their aspirations.

Self evaluation findings 2025-26

Inspection area 1: Teaching & Learning

Strengths

- The marking code is being used well across the majority of classes ensuring a consistent approach to move learning forward.
- There is evidence of marking impact in many books but this is under developed.
- White Rose maths has been embedded into practice with pre and post testing being done. This has led to a more indepth understanding of the learning enabling targetted planning and better differentiation. However, in some areas this is still under developed.
- Maths and literacy are being streamed and staff feel pupils are making good progress in the majority of cases.
- The quality of teaching in the majority of classes is good.
- Welsh oracy in pupils is good across the majority of classes.
- Improvements to the physical learning environment are evident and contribute positively to the overall ethos of the school.

Development (emerging targets)

- Consistent use of the marking code needs to be monitored in some areas where it is less effective.
- The impact of marking needs to be evidenced and clearer to show it's impact on pupil progress.
- Check for evidence of numeracy across the curriculum and that it is highlighted to support this. This will highlight the positive impact of WRM across the curriculum.
- Check for effective differentiation and challenge in streamed classes and the impact this is having on pupils.
- A few lessons were classed as unsatisfactory so a consistency of good teaching across all classes needs to be established.
- A small minority of classes reported a lack of welsh oracy.

Inspection Area 2: Well being, Care, Support & Guidance

Strengths

- Attendance has remained comparable to last year (2025-26= 91.8%; 2024-25 = 92%) but the percentage of pupils taking holidays did increase.
- A graduated response to attendance has been introduced resulting in a more targeted approach to intervention.
- Professionals comment on the inclusive culture of the school from an ALN perspective.
- The school has been awarded School of Sanctuary status highlighting our commitment to an inclusive environment.
- Nurture pupils have made good progress and their progress has been tracked through introduced NOAP monitoring.
- The Top Banana award has encouraged many pupils to bring healthier snack options to school.

Development

- A closer focus on the attendance of FSM pupils.
- More use of the Inclusion service for those pupils who are below 90% attendance.
- Introduction of a cluster approach to attendance which includes no authorised holidays.
- A new nurture system to support BESD will further enhance capacity by enabling pupils to stay in class for longer periods.
- A new nurture system will be introduced to increase capacity by having more pupils attend the provision.
- Nearly 40% of pupils in a recent survey said they only sometimes (32%) or never (8%) bring a healthy snack to school.

Inspection Area 3: Leading & Improving

Strength

- The introduction of Class data sheets and other assessments in the curriculum has been successful and all staff are now doing this. The consistent use of these is ensuring there is a greater analysis of progress so teachers can target need areas of pupils.
- AoLE and new Progression Steps/TLR posts has been very successful in dispersed leadership and ensuring challenge at all levels.
- The Governing Body has been actively involved in gathering a range of different, first hand, evidence across the school calendar through different monitoring activities giving them a good overview of the school.
- An enhanced system of monitoring of standards and teaching has provided a multi layered approach to checking book and lesson quality enabling us to identifying areas needing support in a more timely manner.

Development

- The analysis of any data and it's impact on planning/teaching needs to be looked at in more detail by Core subject leaders, PS leads and Senior management to identify strengths and weakness in a more timely way.
- The new AoLE and TLR posts are still relatively new in some respects so they need to continue to be embedded.
- GB confidence in scenarios around safeguarding, data and standards is improving but needs to continue as new members join the school.
- The development of Core Expectations in certain areas of the school, but especially in environment, books and teaching will raise standards even further by developing a clear expectation across the school.

Autumn/ **Spring/ Summer**

Priority 1: Teaching and Learning

Rationale (from the areas for development in SER)

The targets below have emerged from a review of the main school improvement plan, AoLE and Progression Step lead feedback plus surveys and pupil voice.

They also dovetail with our Enhanced monitoring report.

Targets (from SER developments):

- Consistent use of the marking code needs to be monitored in some areas where it is less effective.
- The impact of marking needs to be evidenced and clearer to show it's impact on pupil progress.
- Check for evidence of numeracy across the curriculum and that it is highlighted to support this. This will highlight the positive impact of WRM across the curriculum.
- Check for effective differentiation and challenge in streamed classes and the impact this is having on pupils.
- A few lessons were classed as unsatisfactory so a consistency of good teaching across all classes needs to be established.
- A small minority of classes reported a lack of welsh oracy.

Success criteria

- As a result of the marking code being used consistently across the school there is clear evidence of it's impact on the progress of learners.
- There is clear evidence of numeracy being used across the curriculum in an effective manner that supports the use of the WRM teaching.
- Analysis of the reading test results (salford, GL or National) show a 'closing of the gap' between FSM and non FSM pupils. The progress of these different pupil groups is also comparable.
- There is clear evidence of the progress of pupils in each streamed group across the school.
- Observations of teaching identify that all lessons are classes as good or better.
- There is evidence of a consistent approach to the teaching of welsh and MFL. Pupils welsh oracy across the school is classed as good.

Actions	Who	Milestone (to be completed by..)	How	Monitoring/Impact
<i>1A: improve the impact of marking and feedback</i>				
Ensure compliance with the code	P.Step leaders/ DHT/HT	Start by week 3 and continue 1/2 termly. (First monitoring- 5 th October)	Book looks	<i>All work has evidence of the code being used</i>

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Ensure the impact of marking is evident in literacy books through the use of pink pen/drafting and pupils can identify etc	PS leads AoLE leads SMT Class teacher	P.Step meeting to discuss. Sept- Start monitoring for this by ½ term. (5 th October)	Book looks Listening to learners	<i>The impact of marking can be seen through various evidenced streams</i>
Pupils can identify where their core skills have been transferred to other areas.	Class teacher PS lead	P.Step meeting to discuss. Sept- Start monitoring for this by ½ term. (PS lead monitoring)	L2L	<i>The impact of marking can be seen through various evidenced streams</i>
Ensure the impact of marking can be evidenced in other subjects via other sources eg seesaw, google classroom, websites etc	AoLE leads	Start this in Spring 2027 so literacy is embedded first.	L2L Monitoring books/online work	<i>The impact of marking can be seen through various evidenced streams</i>
1B: To improve the reading of FSM pupils compared to Non FSM pupils				
Use reading tests to identify the gaps between FSM and non FSM in each class. Look at what support is being provided to help close the gap.	SMT Literacy leader CTs	By October half term. Literacy lead monitoring and feedback	As part of the COAP process	<i>Staff complete the baseline for FSM on COAP and compare to non-FSM. Literacy lead to look directly at RAs FSM to non FSM.</i>
Y5 & 6 to do GL assessment in autumn term to compare to previous year scores.	Y5&6 CTs Literacy lead	By October ½ term	Pupils to complete the test and Literacy lead to analyse.	<i>Identify pupils progress and look for further ways to support.</i>
Audit current Home Reading Scheme – is it fit for purpose esp home readers	Literacy lead	End of autumn term	LL to audit the resources	<i>To update the current reading scheme as necessary.</i>
Develop best practice in teaching reading: Reading: For learners, for Wales. - Estyn	All staff	Wed 4 th November INSET	Initial launch on INSET evening	<i>Let all staff be aware of the latest research and best practice and reflect this in school.</i>
1C: To ensure the quality of Numeracy across the curriculum is consistent throughout the school				
Audit planning to ensure NaC is highlighted in blue.	AoLE lead	By the end of the first half term	Planning monitoring	<i>NAC should be highlighted on blue.</i>

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Collect NaC evidence to highlight this is being done and how the core skill is impacting on learning.	AoLE lead DHT	End of autumn term	Seesaw- NaC folder. Books Other evidence streams	<i>Ensure easy access to NaC examples to show impact.</i>
1D: develop high quality differentiation & challenge so that all pupils make progress in streamed classes.				
Audit planning to identify opportunities for differentiation and challenge.	DHT	By end of first ½ term	Monitor planning	<i>Ensure that the streamed classes are providing differentiated work that is suitable to the level of the children also is challenging.</i>
Monitor the different streamed classes to identify if teaching and learning is suitable for need.	DHT/HT TRIAD groups	Autumn term	Comparative book looks L2L Lesson observations	<i>Streaming will take place from Y1 to y6 for Literacy and maths. Check that work is suitable to need.</i>
Identify the impact of differentiation on exemplar children in each streamed group.	DHT/HT	November 2026 and ongoing	Book evidence WRM tests	<i>Identify individuals and use literacy books to show progress and pre/post numeracy tests to show progress.</i>
1E: Ensure teaching is good or better in all classes.				
Triads- triad groups meet based on streamed classes, so all lower together etc.	CTs DHT	From 16 th September	INSET time given to meet. Short part of PPA to observe	<i>Groups meet with books to show how they meet the needs of their streamed ability group. N/R meet to look at progression across PS.</i>
Sharing of planning & books to identify how children's needs are being met and challenged at each Progression Step.	CTs DHT	21 st October INSET	Meet together with books	<i>The books show the progress in each streamed group across the school.</i>
There is a consistency in high standards of teaching and effective learning environments across the school.	HT/DHT/ PS/AoLE lead observatio ns	HT/DHT learning walk 5 th October and observation from 9 th November	Learning walk Book look L2L Observations	<i>Teaching is good or better.</i>
1F: Embed a new approach to MFL along with Welsh				
Helpwr Heddiw- Ensure each class has a Helpwr heddiw and that they are used	AoLE lead Welsh	Ongoing	AoLE to L2L	<i>Every class to have a Helpwr heddiw in it who is an active participant</i>

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effectively to promote the Welsh language.				
Cymraeg Campus silver award	AoLE lead Welsh	Ongoing	Lead to collect evidence	<i>School is awarded the silver award when ready.</i>
MFL Friday- cohorts to sample a new language per term using the same patterns as Welsh.	AoLE- Literacy	Ongoing	Lead to observe MFL lessons occurring.	<i>MFL observed in classes on a Friday</i>
Resources to be used in this priority:				
Milestones <u>Autumn 2026</u> What we want to achieve: <i>There should be evidence of all success criteria started to be implemented. Teaching and learning environments should be embedded.</i> What we have achieved <u>Spring 2027</u> <u>Summer 2027- from success criteria</u> IDENTIFIED MILESTONE -				

Priority 2: Well being, Care, Support & Guidance
Rationale: The targets below have emerged from a review of the main school improvement plan, AoLE and Progression Step lead feedback plus surveys and pupil voice. They also dovetail with our Enhanced monitoring report.

Targets (from SER developments):

- A closer focus on the attendance of FSM pupils.
- More use of the Inclusion service for those pupils who are below 90% attendance.
- Introduction of a cluster approach to attendance which includes no authorised holidays.
- A new nurture system to support BESD will further enhance capacity.
- A new nurture system will be introduced to increase capacity.
- Nearly 40% of pupils in a recent survey said they only sometimes (32%) or never (8%) bring a healthy snack to school.

Success Criteria

- FSM pupils who are risk of low attendance have been actively targeted for support to improve and as a result their attendance is comparable with the school target (92.5%)
- Pupils requiring further support with attendance have been referred to the inclusion service more quickly and this has had a positive impact on their attendance figure.
- The cluster has a consistent approach to attendance.
- More pupils have had access to Nurture and their progress is reflected in the NOAP reports.
- BESD pupils spend more time in class as a result of the change in nurture support.
- Pupil surveys and observations report an increase in the number of children bringing health snacks to school.

Actions	Who	Milestone (to be completed by..)	How	Monitoring/Impact
2A: Improve Attendance of all pupils esp FSM to achieve the target of 92.5%				
Consider referral to the inclusion service for all children whose attendance <90% (subject to known circumstances)	HT Admin officer CTs	By October half term for those whose attendance is low.	Use graduated response. Analysis of attendance on Arbor	<i>A quicker response for those pupils whose attendance is low.</i>
No authorisation of holidays unless in exceptional circumstances. Monitor the absence of <90% children and challenge it as necessary.	HT Admin officer	Weekly check on holidays	Admin officer to chase any absence	<i>The attendance of pupils and the school increases as a result of fewer or no holidays.</i>

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Cluster to discuss the 'Cluster approach to attendance' model to ensure a conformity to attendance.	HT	First meeting on Thurs 24 th Sept	Look at the suggested policy	<i>Attendance for the cluster improves with a consistent approach.</i>
Well being mentor to target FSM pupil whose attendance gives cause for concern via incentives to be in.	WBM Admin officer	Regular monitoring of attendance	Use of arbor to identify low FSM attendees	<i>Target FSM pupils who are at risk of low attendance.</i>
2B: Extend the provision of nurture to enable more pupils to benefit from the support and monitor the impact on their progression.				
Improve the Nurture model to increase capacity of children accessing it and ensure a stronger focus on learning in the classroom.	ALNCO Nurture team	From Sept 2026	Mon/Thurs- Y6 Tues/Wed- Y4/5	<i>More pupils can access the provision and many are supported in the classroom.</i>
Continue NOAPs for all nurture pupils to ensure progress and identify the impact of the provision.	Nurture team	Ongoing then ½ termly catch ups with HT	Use a baseline model to review the progress of Nurture children	<i>The progress of nurture children is clearly observed</i>
2C: Further develop pupils attitudes towards healthy eating.				
School councils work with all pupils to further look for reasons why some pupils are not bringing healthy snack to school.	DHT School council	First school council meeting and then ongoing	School council use survey/assemblies etc to encourage healthy eating.	<i>An increase in the number of pupils identified bringing in healthier snacks</i>
2D: New pupil well being questionnaire- no SELFIE				
School councils to develop pupil well being questionnaire that can be used to ascertain emotional well being and support teacher observations for those pupils requiring additional support such as nurture.	School council DHT WBM	By the end of September	A microsoft form is used to gather the information needed.	<i>A new questionnaire is in place and is used to provide evidence for those pupils requiring nurture support.</i>
Resources to be used in this priority:				

Milestones

Autumn 2026

What we want to achieve: Attendance should be good (near or on target) and the attendance of those below 90% has been analysed and interventions implemented. In particular FSM attendance is comparable with non FSM and again, specific children are responding to interventions. Emotional w/b survey has been devised and completed by pupils. Observations of healthy eating habits are positive. NOAPs have been started and analysed for progress.

What we have achieved

Spring 2027

Summer 2027 – from success criteria

IDENTIFIED MILESTONE -

Priority 3: Leading & Improving

The targets below have emerged from a review of the main school improvement plan, AoLE and Progression Step lead feedback plus surveys and pupil voice.

They also dovetail with our Enhanced monitoring report.

Targets (from SER developments):

- The analysis of any data and it's impact on planning/teaching needs to be looked at in more detail by Core subject leaders, PS leads and Senior management to identify strengths and weakness in a more timely way.
- The new AoLE and TLR posts are still relatively new in some respects so they need to continue to be embedded.
- GB confidence in scenarios around safeguarding, data and standards is improving but needs to continue as new members join the school.
- The development of Core Expectations in certain areas of the school, but especially in environment, books and teaching will raise standards even further by developing a clear expectation across the school.

Success criteria

- All leaders in school have a rigorous and robust approach to self evaluation with effective action plans and monitoring strategies that result in high standards in teaching and learning across the school.
- The analysis of data identifies trends, strengths and areas of need for pupils and cohorts leading to more impactful and focussed support.
- Strong collaborations across the cluster and with parents are established and successful in improving standards and attendance.
- The GB offer a high level of challenge and act as a critical friend to support the work of the school. They are aware of how pupils make progress.
- There is a clear expectation across the school of what constitutes high standards through core expectations and assessments. These directly impact on the teaching and learning.

Actions	Who	Milestone (to be completed by..)	How	Monitoring/Impact
<i>3A: Continue to develop all leaders' effectiveness into self evaluation and planning.</i>				
All leads to have action plans and a monitoring schedule in place by ½ term.	AoLE	October 2026	AoLE to have time on a Friday. PS management rota	<i>The DHT will share a timetable for monitoring. AoLE Action plan master.docx</i>
Regular monitoring feedback to be given to SMT to cross reference.	AoLE PS lead SMT	By end of autumn term	SMT meetings and AoLE feedback	<i>Leads share any monitoring with DHT/HT and raise any concerns for SMT discussions.</i>
Leads to identify PL opportunities via collaboration/CSC	AoLE/TLR leads	Ongoing	Subscriptions to CSC	<i>Staff aware of latest PL opportunities</i>
<i>3B: Develop and improve the analysis of data to improve the quality of planning and ensure all children make progress.</i>				

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Review current assessments with all staff to make sure there is an understanding of expectation. These assessments are used to inform T&L.	HT All staff	From September 2026- all staff input into the assessments across the year	Use Progression Step meetings for staff to have input	<i>There is a clear programme of formative and summative assessments over the year.</i>
WRM pre assessment to be analysed by staff to help determine planning leading to more focussed teaching.	All staff AoLE lead	Ongoing	Staff to use initial pre assessments to determine strength and areas for development.	<i>Planning is more focussed on need</i>
Reading data of FSM vs nonFSM to be analysed per class to identify which FSM (and children generally) need further support.	See Priority 1	By October ½ term	AoLE to do initial analysis and feedback to staff.	<i>The progress in reading of FSM pupils is comparable to non FSM</i>
3C: Develop collaboration to ensure a meaningful focus on improvement of reading and numeracy				
Reading- develop parent support for reading via a monthly open afternoon to develop reading with their child	KG	First session held by Oct ½ term then ongoing	Monthly meeting to invite Rec to Y2 parent in to play reading games and interact with staff	<i>Parents more aware of reading strategies in school.</i>
Consider new Reading scheme (home reader)- liaise with the cluster to establish good examples. Audit what is in place.	See Priority 1			
Promote collaboration across the cluster , particularly in reading using the LA guide.	HTs and AoLE leads	INSET day 2027	Share good practice in reading across the cluster as per the LA suggestions	<i>A 'linked up' approach to the teaching of reading across all primary schools in the cluster.</i>
Work with Bright Sparks to provide Numeracy themed workshops for parents.	DHT to lead	Each Friday of Autumn term from 11.9.26	Bright Sparks lead to share Numeracy games with parents and then facilitate parents sharing with their child.	<i>A project run with the council initiative Bright Sparks to provide parents with more understanding of how Numeracy is taught in schools.</i>
3D: To increase the active contribution of all governors to the work of the GB.				

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Further develop the role of the Safeguarding and ALN governors	HT Governors	Termly	Meet with GB representatives	<i>Ensure the GB members in the role have the update practices and information.</i>
Establish a Link Governor for community	HT Governors	Termly	Identify volunteer for role from GB meeting	<i>GB member actively supports the lead in establishing new Community links.</i>
Continue to develop the GB knowledge of the school through attendance at Progression Step meeting with staff and pupils.	HT Chair Gov	At meetings and ongoing. Established 24 th September FGB meeting.	Develop link roles Share regular information at all GB meetings	<i>The GB have a clear understanding of key roles and practices in the school.</i>
3E: Development of Core Expectations to raise standards in teaching & learning.				
Establish a working party to look at the Core Expectations for AoLEs and other key areas of school.	All staff	From September 2026	All staff invited to establish the core expectations for AoLEs	<i>There is a transparent process for developing the core expectations that all agree is realistic and manageable. This results in raised standards in teaching & learning.</i>
Introduce the Core Expectations on the class environment from 1 st September.	HT	Introduced 1.9.26 Monitored by HT and DHT 5th October	Learning walk, book look and classroom observations	<i>Visit all classroom to ensure the core expectations are being met.</i>

Resources to be used in this priority:

Milestones

Autumn 2026

What we want to achieve: The Core expectations for environment including displays and codes will be in place. Governors will be linked to various roles and have met once. Parental and cluster collaboration will have started. All leaders will have action plans in place and have started monitoring. Data have been collected and analysis of it is underway.

What we have achieved

Spring 2027

Summer 2027 – from success criteria
IDENTIFIED MILESTONE -

OTHER FOCUSED PRIORITIES – 2026-27			
	Focused Priorities	Environmental	Collaborative / PLC
	• Work with LA in our Enhanced support • Work with CSC curriculum leaders to further development leadership. • Cymraeg Campus silver award.	• Outdoor areas maintained and improve inc shelter and playground. • Maintain the standard of indoor learning environment	• Local cluster • Rural Vale cluster • Local community •

	THREE YEAR SIP FORECAST PRIORITIES 2026-29 Our targets for the next 3 years will include:
2026-29	• Improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience as per the C4W. • reducing the impact of poverty on learners' progression and attainment • Staff and pupil Well being • To monitor assessment processes and ensure progress of all pupils. Update as appropriate and on review. • To ensure that the statutory requirements of the ALN Bill are in place and staff have a better familiarity with the role. • Have a common understanding both in school and across the cluster of what progress looks like and reasonable expectation. • To continue to develop all staff professionally. • To develop MFL across the school.

PDG Spend

The school LAEG Equity PDG total for this financial year is £81,705.

3x LSAs are funded by this grant to provide support to pupils including eFSM pupils. Total LSA cost = £94,707.

This ensures all pupils including eFSM have full access to of the curriculum and are supported in their learning if necessary. All pupils including eFSM have access to a Wellbeing mentor if necessary.

All pupils, including eFSM, have their progress tracked throughout the year and support adapted as necessary.