



# **Post Inspection Action Plan (PIAP)**

## **2024 to 2025**



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# Our Vision Statement

*Park CP School Llay is a place where children become independent learners through a world of discovery. We share a positive environment where everyone is valued and diversity and all successes are celebrated.*

*Park C.P. School Llay is a friendly, welcoming community where everybody works together to promote enjoyment in learning in an uplifting and motivated atmosphere where equality, opportunity and freedom of expression is welcomed.*

*At Park C.P. School Llay we aim to stimulate minds to develop a lifelong love of learning. We aim to inspire independent, creative, sociable and inquisitive learners who are engaged in achieving their full potential.*

*The curriculum is exciting, challenging and varied to develop a sense of awe and wonder in the world and ensure that there are no limits to learning.*

*All staff endeavour to ensure that children encouraged to be honest, friendly, curious, motivated, confident, well-mannered and inspired.*

*To achieve our vision we will aspire for excellence in terms of ...*

- ✓ *Pupil wellbeing, achievement, behaviour and attitudes;*
- ✓ *Teaching and learning;*
- ✓ *Provision;*
- ✓ *Leadership and management;*
- ✓ *Communications and relationships.*



★ **Working together to become...** ★  
**PASSIONATE, ASPIRATIONAL, RESPECTFUL, KNOWLEDGABLE LEARNERS!**



# Our Values

We:

- ✓ Celebrate achievement and positively encourage all children to do their best.
- ✓ Create stimulating learning environments and fun memorable lessons.
- ✓ Understand and value every child's right to be an individual.
- ✓ Respects pupils' dignity, encourage self-esteem and acknowledge that children will make mistakes.
- ✓ Provide a wide variety of opportunities for children to learn and grow, both within the school grounds and in the wider community.
- ✓ Place the emotional health and mental well-being of the children at the heart of everything we do.
- ✓ Allow opportunities for children to make progress at their own pace.
- ✓ Work in partnership with parents, governors and the wider community.
- ✓ Maintain a multi-professional approach in order to meet the holistic needs of our pupils.
- ✓ Promote pupils' spiritual and moral development.
- ✓ Foster respect for those with differing religious beliefs and ways of life and develop an attitude which is opposed to discrimination against any person or group on grounds of socio-economic background, creed, ethnic origin, gender or disability.
- ✓ Actively encourage lifelong learning and ongoing development of expertise and knowledge for all and believe that staff professional development is critical to school improvement and in the achievement of high standards.
- ✓ Have high expectations of behaviour and positive attitudes to learning.

***Agreed in consultation with pupils, parents, staff and governors Autumn Term 2020***

# Our Curriculum

*Park Community Primary School is a place where children are inspired to become independent learners in a positive learning environment, where everyone is valued, where equality and diversity are celebrated and where inclusion is embraced. Our curriculum is designed to stimulate minds, developing a lifelong love of learning. We aim to inspire ambitious, independent, creative, sociable and inquisitive learners who are engaged in achieving their aspirations and dreams. Our curriculum is exciting, challenging and varied, developing a sense of awe and wonder in an ever changing world. When consulting with children, parents, staff, governors and the wider community it was determined that our curriculum will be:*

<i>Inclusive</i>	<i>Nurturing</i>
<i>Inspiring</i>	<i>Diverse</i>
<i>Creative</i>	<i>Engaging</i>
<i>Flexible</i>	<i>Fun</i>
<i>Encouraging</i>	<i>Rewarding</i>

*Children will be encouraged to support each other, build resilience and develop confidence when facing challenges, showing determination to achieve their ambitious goals and aspirations.*

*At the core of our curriculum are the Four Purposes:*

- ✓ *Ambitious, capable learners*
- ✓ *Ethical, informed citizens*
- ✓ *Enterprising, creative contributors*
- ✓ *Healthy Confident Individuals*

*Our full Curriculum Vision can be viewed at: <https://www.parkcpllay.co.uk/new-curriculum/>*



# Our Strategic Plan (incorporating Local and National Priorities):

## Welsh Government National Mission: High Standards & Aspirations for All

*In Wales, education is our national mission. Together we will achieve **high standards & aspirations for all**, tackling the impact of poverty on attainment and ambition. All learners, whatever their background, are supported to be healthy, engaged, enterprising and ethical citizens, ready to play a full part in life and work.*

### **Objective 1: Learning for life**

so that everyone in Wales learns, and continues to learn, developing their knowledge and skills, and engaging in experiences that are relevant to their lives today and into the future.

#### **What we will do:**

Ensure that all learning is guided by the four purposes of the curriculum, through collaboration across providers and with industries and employers.

### **Objective 2: Breaking down barriers**

so that excellent education opportunities and outcomes can be achieved by all learners, at all ages, in classrooms, online, and in work.

#### **What we will do:**

Through early identification, support and targeted actions, ensure that all learners gain the knowledge, skills and experiences to be an active citizen, including the cross-curricular skills of literacy, numeracy and digital competence.

### **Objective 3: A positive education experience for everyone**

with learners and staff supported in their wellbeing and resilience, which is essential for improving education outcomes and life chances.

#### **What we will do:**

Ensure that learners are supported to be healthy, confident individuals, ready to lead fulfilling lives as valued members of society, within places of learning that are supportive, safe, inclusive and free from discrimination and bullying.

### **Objective 4: High-quality teaching and leadership**

where everyone benefits from the best professional learning so that they can support the success of all learners, particularly those who are socio-economically disadvantaged.

#### **What we will do:**

Guaranteed career-long professional learning and support for all staff, from initial training through to leadership, focused on realising the four purposes of the curriculum, and capacity and capability to support the success of all learners.

### **Objective 5: Community-based learning**

with strong institutions engaging, integrating and being empowered by their communities.

#### **What we will do:**

Empower all learners, families and communities to build strong relationships and partnerships with education providers, so that we tackle disadvantage and deliver world-class education locally and nationally.

### **Objective 6: Cymraeg belongs to us all**

giving every learner equal access to the language and the opportunity to reach their potential.

#### **What we will do:**

Encourage the use of Welsh across the education system, as an integral part of Curriculum for Wales, our Cymraeg 2050 ambitions and expanding provision post-16 to study through Welsh and opportunities to learn the language as active and engaged citizens.



### **Wrexham County Borough Council Key Objectives:**

The current Council Plan was approved in March 2022. It sets out 6 well-being and improvement priorities:

- Developing and decarbonising our environment
- Developing our economy
- Ensuring everyone is safe
- Ensuring a modern and resilient council
- Improving secondary education
- Promoting good health and well-being (with a focus on improving children's services)



Further information including how the plan is developing can be found at [www.wrexham.gov.uk](http://www.wrexham.gov.uk)

*“Improving education is our national mission. Nothing is so essential as universal access to, and acquisition of, the experiences, knowledge and skills that our young people need for employment, lifelong learning and active citizenship. The Curriculum for Wales guidance is a clear statement of what is important in delivering a broad and balanced education. The [four purposes](#) are the shared vision and aspiration for every child and young person. In fulfilling these, we set high expectations for all, promote individual and national well-being, tackle ignorance and misinformation, and encourage critical and civic engagement.*

*A school's curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it. Curriculum development should be at the heart of practitioner, school and national efforts which seek to raise standards for all, tackle the attainment gap, and ensure an education system that is a source of national pride and enjoys public confidence.*

*This development will also contribute to our goals as a nation as set out in the Well-being of Future Generations (Wales) Act 2015. It is also an important vehicle for embedding the United Nations Convention on the Rights of the Child (UNCRC) in the experience of learning and teaching for our children and young people and for giving them an understanding of their rights.”*  
**Welsh Government, Curriculum for Wales 2022**

## **Section 1: Purpose and Monitoring**

### **Purpose of the Plan**

- To address the specific issues identified during the Estyn visit in June 2024.
- To promote the highest standards of education, welfare and care for all of the children in school.
- To reinforce the school's ethos, culture and vision.
- To identify how the local authority and GwE will support the school in moving forward.

The Post Inspection Action Plan (PIAP) will provide strategic direction and drive specific school improvement activity until the school is removed from its category of School Requiring Significant Improvement. The PIAP is a working document developed with staff and governors, drawn from information provided by all of the stakeholders and most recent Estyn report. It is used to inform curriculum planning, professional learning and resource provision, and forms an integral part of whole school self-evaluation and improvement planning.

Local Authority and GwE SIAs will be working with the school and offering support where needs are identified.

School will seek to involve pupils through the School Council. Where appropriate, parts of the plan will be shared and discussed to gauge the views of pupils. These will be included in and impact on the plan moving forward.

### **Monitoring**

Actions and success criteria have been detailed for each recommendation where specific issues are to be addressed, and an implementation date and/or milestone have been set for each action to be taken. Although it is clear that some actions/strategies will have a finite date for completion, many will be on-going as they become embedded. Progress against each action will be monitored every half term.

Each action has a person or group who is responsible for monitoring that action. Progress will be shared during meetings of the full Governing Body held termly and parents will be updated via the school website in monthly newsletters.



## Progress Key

	<b>Good Progress</b> Addresses the recommendations in all respects. No aspects require further attention. Very good impact on quality of provision. School to maintain and build on improved practice.
	<b>Strong Progress</b> Addresses the recommendations in many respects. Only minor aspects require attention. There is a positive impact on standards and/or quality provision. Most aspects are covered already with little significant work left to do.
	<b>Satisfactory Progress</b> Addresses the recommendations in many respects. Only a few important aspects still require significant attention. There is limited impact on standards and/or quality provision. Many aspects addressed but still significant work to do in important areas.
	<b>Limited Progress</b> Does not meet the recommendation. All or many important aspects are still awaiting attention. There is no impact on standards or quality of provision. (e.g. standards have declined since core inspection in key indicators).
	<b>Not Yet Started or Not Yet Applicable</b> Some elements will be started at various times throughout the year to ensure workload is balanced.



## Section 2: Estyn Recommendations

**Recommendation One:** *Ensure that leaders robustly and accurately evaluate the quality of teaching and progress pupils make in developing their skills*

<b>Responsibility:</b> Headteacher <b>Support:</b> Meryl Ivison, Pauline Harrison, Cari Parry, Emma Rogers (SLT)
<b>LA Support:</b> Chris Edwards (LA) <b>GwE Support:</b> Tracy Jones (SIA) <b>Responsible Governor:</b> Dan Robertson
Current Position
<p><b>Commentary from Estyn, June 2024</b></p> <ul style="list-style-type: none"> <li>• Leaders promote the well-being of all members of the school's community robustly.</li> <li>• They secure good attendance and build trusting relationships with families that support pupils to feel valued.</li> <li>• Leaders evaluate the school's work diligently.</li> <li>• They deploy resources and use professional learning to achieve focussed improvements, such as to strengthen the progress younger pupils make in reading.</li> <li>• Leaders do not monitor the quality of teaching and pupils' progress closely enough. Because of this, important inconsistencies in the school's provision and the outcomes pupils achieve have not been addressed effectively.</li> <li>• Leaders are beginning to evaluate the impact of the changes teachers have made to promote pupils' independence.</li> <li>• They use profession learning to support staff to collaborate on these developments helpfully.</li> <li>• Leaders have not developed a shared understanding of the skills and knowledge pupils should acquire, or how these build on previous learning as pupils move through the school</li> <li>• Leaders gather a range of relevant evidence to evaluate the school's strengths and areas for development diligently.</li> <li>• They use this information to bring about beneficial improvements to the school's provision, such as to enhance the well-being of pupils and staff and to strengthen the school's partnership with parents and carers.</li> <li>• Leaders do not monitor the effectiveness of teaching and the school's curriculum closely enough</li> <li>• Leaders have not identified important aspects in need of improvement, such as inconsistency in the quality of teaching and the need to develop pupils' skills more systematically</li> <li>• Where teaching is most effective, staff question pupils effectively to extend their thinking and set clear goals that challenge pupils to make good progress.</li> </ul>

### School position

Through the year 2023-24, the head teacher working alongside senior leaders and all staff, as well as governors and peers in other local schools (where appropriate) undertook a range of monitoring activities, including listening to learners, book scrutiny, learning walks and cluster moderation. Information gathered was collated and used to inform self-evaluation through discussions in senior leadership meetings and during governing body discussions.

On reflection, overall leaders have an accurate picture of the school, however, areas of improvement need to be more sharply focussed. This is now reflected through the school's self evaluation information.

During 2023-24, work had begun in school to ensure that teachers collaborated to develop teaching and learning in order to improve differentiation, pace and challenge. In particular teachers were beginning to implement new systems of feedback and marking working alongside a cluster school, this work will continue to embed through the coming year through this priority

### Aims: Within 12months

- Leaders will have clearer and more robust evidence of the quality of teaching in all classes
- A robust system of effectively monitoring the quality of teaching will continue to be in place including a broad range of monitoring opportunities, this will be more focussed around important aspects of school improvement
- Leaders will effectively use performance management processes to hold staff to account for the quality of teaching and learning experiences they provide
- Leaders will use a wide range of evidence to evaluate the progress and impact of school improvement on the quality of teaching and pupil progress
- Leaders ensure sufficient and sustained improvements in the quality of teaching and the progress and standards pupils achieve
- Leaders support and challenge effectively to promote improvement, particularly with supporting pupils' skills development and the quality of teaching
- Staff are committed to:
  - The school vision for improvement
  - The school as a learning organisation
  - Striving towards their shared understanding of the definition of good regarding core aspects such as: teaching strategies, standards, literacy and numeracy and Welsh language skills
  - Their role within the evaluation processes, which place appropriate emphasis on learner progress and effect of teaching standards
  - The expectations on them to address the recommendations made by Estyn
- The Governing Body understands how to support and challenge the school on the basis of robust information
- Transparent, effective monitoring cycle of activities mapped across the academic year. They will be robust and clearly inform leaders of the school's strengths and areas for improvement

Activity Specific Action to be taken priority	Lead person Who takes responsibility?	Timescale By when or From when?	Staff development Support needed?	Cost How much? Source?	Monitoring Who will evaluate the effectiveness? How?	Evidence
<b>Develop a transparent monitoring cycle</b>  1.1: Research evaluation processes in other schools.  1.2: The Monitoring timetable is flexible and agile to take into account the input from professional learning and monitor the impact on teaching and learning.  1.3: Allocate staff and governor links to each monitoring exercise and allocate specific dates.  1.4: Review effectiveness half termly as SLT and with governors  1.5: With senior leaders, evaluate processes of monitoring ensuring these are not compliancy based and are focussed upon specific areas of improvement	HT	Sept 24   Sept 24   Sept 24   Termly reviews	Visits to other schools – support from Chris Edwards, Headteacher, Barker’s Lane       LA Governing Body training and support	3X SLT Meetings  Supply Cover equivalent of 6 days	GwE SIA along with CE by observing systems in place (see evidence) and by speaking teachers.  PIAP Monitoring will form part of the Headteacher’s Report to the Full Governing Body sharing during termly meetings. Governors will be given the opportunity to question and to report on visits made to school.	Monitoring timetable  Monitoring reports - BLIPPIT  Staff meeting minutes  SLT meeting minutes  Governing body meeting minutes  Focus support plan minutes  GwE visit reports
<b>Ensure effective Performance Management systems are in place</b>  1.6: Headteacher to meet with all teachers to carry out Performance	HT	Sept 24	Visits to other schools to observe Performance	3 days supply cover for DHT	GwE SIA and CE will scrutinise the PM systems in place, speak to teachers and observe evidence provided. These	PM Review Meeting paperwork (confidential)

<p>Management reviews</p> <p>1.7: Deputy Headteacher to meet with all Teaching Assistants to carry out Performance Management reviews</p> <p>1.8: SLT to be Professional Development Review Partners (PDRP)</p> <p>1.9: Observations will focus on the development of high quality teaching along with identifying high quality teaching</p> <p>1.10. Performance Management targets to:</p> <ul style="list-style-type: none"> <li>○ Identify the needs of the learners and/or whole school priorities</li> <li>○ Set out what the practitioner intends to learn, develop or do differently</li> <li>○ Outline the professional learning required to achieve the agreed target</li> <li>○ Outline the potential impact of this professional learning on practice.</li> <li>○ Be agreed with the PDRP</li> <li>○ Be reviewed termly with PDRP</li> </ul>	<p>DHT</p> <p>SLT</p>	<p>Nov 24</p> <p>Sept 24</p> <p>Autumn 24</p> <p>Autumn 24</p>	<p>Management procedures – cluster &amp; CE Barker’s Lane</p> <p>GwE SIA to quality assure</p> <p>SLT to ensure they are fully aware of LA &amp; WG policies around Performance Management</p>	<p>3 days supply cover for SLT</p>	<p>reports will be shared &amp; discussed during Focus Support Meetings – half termly, involving LA &amp; Governors.</p> <p>PIAP Monitoring will form part of the Headteacher’s Report to the Full Governing Body sharing during termly meetings. Governors will be given the opportunity to question and to report on visits made to school.</p>	<p>Observations and feedback sheets (confidential)</p> <p>Termly meeting minutes (Confidential)</p>
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<p><b>Further develop the roles of the leadership team</b></p> <p>1.11: Further develop the roles of the Curriculum, Progression and ALN leads:</p> <ul style="list-style-type: none"> <li>○ Complete the Senior Leaders course provided by GwE</li> <li>○ Coaching from HT/SIA to undertake self-evaluation activities robustly</li> <li>○ SLT to work with established colleagues in similar roles across the cluster/LA to gain a further insight to the role of effective leader</li> </ul> <p>1.12. SLT to attend Performance Management training/coaching and mentoring training to effectively facilitate the performance management cycle in their role as PDRPs</p>	<p>HT</p> <p>SLT</p>	<p>Nov 24</p> <p>On-going from Nov 24 to Jul 25</p> <p>TBC</p>	<p>GwE Offer – Coaching and Mentoring course</p> <p>Cluster support around effective leadership – networking</p> <p>Training day (April 25) SLT to access specific leadership training - TBD</p>	<p>Supply cover for SLT release:</p> <p>3 days</p>	<p>Focus Support Group Meetings will critically analyse the effectiveness of the training accessed by the SLT to ensure it is positively impacting on ensuring high quality teaching &amp; learning experiences and pupil outcomes. This will be achieved through discussions with SLT and by observing evidence provided.</p>	<p>Certificates from courses</p> <p>Feedback forms from visits</p> <p>GwE visit reports</p>
<p><b>Improve the quality of teaching and learning experiences</b></p> <p>1.13 SLT to agree with staff a list of non-negotiable expectations for good teaching in line with the teaching and learning policy. This will be monitored termly and shared with all stakeholders</p>	<p>HT</p> <p>SLT</p>	<p>Oct 24</p>	<p>CE &amp; cluster – visits to other schools and networking to observe good practice</p>	<p>No cost – internal cover</p>	<p>GwE, CE and Governors by attending Learning Walks, speaking to teachers, through book scrutiny, listening to learners and by observing other evidence provided (i.e. planning documents)</p>	<p>High Quality Teaching doc</p>

<p>1.14 Develop whole school planning to ensure:</p> <ul style="list-style-type: none"> <li>○ Appropriate levels of challenge for all pupils</li> <li>○ Progressive skills development</li> <li>○ Identified opportunities to capture learning in a meaningful manner</li> </ul> <p>1.15 SLT to ensure independent learning opportunities:</p> <ul style="list-style-type: none"> <li>○ Take into account previous learning</li> <li>○ Provide appropriate challenge for all pupils</li> </ul> <p>1.16 Peer observations to share good practice within the school and by undertaking visits to other schools</p>		Sept 24				Planning docs
		Oct 24				Time to Shine documentation including Cont.Prov docs
		Ongoing from Nov 24 to July 25				Feedback to staff in staff meeting minutes
<p><b>Effectively evaluate pupil progress</b></p> <p>1.17 SLT to further support staff to develop their understanding of effective marking and feedback processes:</p> <ul style="list-style-type: none"> <li>○ Reminder of previous training from Nina Jackson and Mark Creasy</li> <li>○ Ensure staff understand and use Yellow Box marking effectively and consistently</li> </ul>	HT SLT	From Autumn 24	<p>GwE SIA to quality assure</p> <p>Cluster work – SPP with All Saints, Gresford</p> <p>Access training via Taith 360</p>	Supply cover 3 days for SLT release	<p>GwE SIA &amp; CE by meeting with SLT and joining book observations.</p> <p>CE by meeting with Progress Lead to observe the tracking and progress systems in place.</p> <p>Governors by scrutinising data around targets and pupil</p>	<p>Pupil books</p> <p>Book Monitoring forms</p> <p>Planning docs</p>



<ul style="list-style-type: none"> <li>○ Cold task assessment checklists</li> <li>○ Show case piece assessment checklists</li> </ul> <p>1.18 SLT to effectively track pupil progress and use this information as the basis for discussions with teachers during termly Progress Meetings, where pupils are identified who are making unexpected progress, relevant provision will be put in place to address this</p> <p>1.19 Create a framework for pupil progress meetings to effectively capture progress and identify barriers to learning</p>		<p>Nov/Dec 24 then termly</p> <p>Nov 24</p>	around tracking pupils effectively		progress and by listening to learners with their books.	<p>Progress Analysis doc using Taith 360 data</p> <p>Termly Progress meeting minutes</p>
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**Success Criteria**  
**What will be the impact of these actions?**

Leaders will confidently conduct thorough evaluations and provide actionable feedback, helping teachers to refine their classroom practice. This ongoing dialogue will foster professional growth, resulting in improved teaching strategies and ultimately positively impact on the progress of all pupils.

Leaders will identify and disseminate effective teaching methods across the school, ensuring that all pupils benefit from high-quality teaching and learning experiences.

Leaders will utilise data from evaluations to track pupil progress more effectively, identifying trends and areas for improvement across the school. Accurate evaluations will allow for the development of targeted interventions for pupils who may be struggling, leading to more personalised support and improved outcomes.

Evaluation results will inform professional development programs, ensuring they address specific needs identified in delivering high quality teaching and learning experiences. Teachers will see their areas for development being prioritised in training, and therefore feel more empowered and motivated to implement new strategies.

Teachers will feel supported through effective evaluations and feel confident in their ability to create positive, engaging classroom environments that foster pupil's learning.

Leaders will involve teachers in the evaluation process, creating a sense of shared responsibility for pupil progress and overall school performance.

*Leaders who robustly and accurately evaluate the quality of teaching play a pivotal role in enhancing pupil progress. By providing meaningful feedback, utilising data effectively, aligning professional development, and fostering a collaborative environment, we can significantly improve teaching practices and, consequently, pupil outcomes. Investing in effective evaluation processes is essential for creating a culture of excellence in education, ultimately benefiting all learners.*

## Summer 2025 Impact Summary – Recommendation One

### What has been the impact of these actions?

- SLT have conducted thorough evaluations of the teaching and learning across the school throughout the year alongside LA and GwE Officers. Where concerns have been identified, action is taken promptly to address and resolve the issue. This has ensured continuous high quality teaching and learning opportunities are offered to the children at all times.
- Teachers have received individual feedback regarding the teaching and learning experiences they provide. Feedback has focussed on strengths and areas for further development. This has resulted in teachers addressing any shortcomings in a timely manner with full support provided from SLT. The nature in which this has been carried out, has increased staff confidence in seeking out support; helped to build staff resilience and ensured a highly skilled workforce is in place across all areas of the school.
- Ongoing dialogue between staff and their Professional Development Review Partners (PDRPs) has ensured effective feedback; constructive conversations and opportunities to recognise strengths or areas in need of improvement are now a regular part of SLT practice. This fosters professional growth, resulting in improved teaching strategies and ultimately positively impacts on the progress of all pupils.
- A shared understanding of high quality teaching now forms part of our Teaching & Learning policy and consistent approaches are in use across the school. This ensures that all children have access to familiar teaching strategies and are receiving the education opportunities that they deserve.
- SLT monitor and track pupil data to ensure progress across all areas of learning. They identify trends and areas for improvement across the school. Accurate evaluations of this data allow for the development of targeted interventions for pupils who may be struggling, leading to more personalised support and improved outcomes.
- Evaluation results inform professional development programs, ensuring they address specific needs identified in delivering high quality teaching and learning experiences. Teachers acknowledge areas for development and prioritise training. Teachers feel more empowered and motivated to implement new strategies. They feel well supported and confident in their ability to create positive, engaging classroom environments that foster pupil's learning.
- SLT alongside teachers regularly evaluate progress, creating a sense of shared responsibility for pupil progress and overall school performance.
- The Governing Body have a good understanding of the measures in place to ensure leaders are effectively evaluating the quality of teaching and pupil progress. They offer challenge and are proactive in their involvement of school life.
- Staff appreciate the transparent monitoring cycle which is mapped across the academic year. This supports staff well-being.
- Monitoring processes are robust, quality assured by Governors and LA officers and clearly inform leaders of the school's strengths and areas for improvement.
- Self evaluation processes are continuously scrutinised by SLT throughout the year to ensure impact and effectiveness.

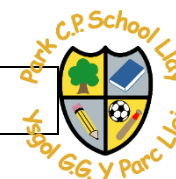
*Investing in effective evaluation processes has allowed us to create a culture of effective reflection and accountability, ultimately benefiting all the progress of all children. SLT robustly and accurately evaluate the quality of teaching and play a pivotal role in enhancing pupil progress. By providing meaningful feedback, utilising data effectively, aligning professional development, and fostering a collaborative environment, we have significantly improved teaching practices and, consequently, pupil outcomes. The procedures in place drive continual improvement in teaching and learning, impacting positively on pupil progress.*

## Recommendation One

### Next Steps – 2025 to 2026

- Continue to carry out Book Observations half termly (or at least every 6 weeks when half terms are shorter)
- SLT to randomly select the books from each class for Book Observation purposes
- Book Observations are always to include discussions with the children about their work, learning and progress
- Learning Walks to undertaken in the Autumn Term and Summer Term with whole school and individual feedback provided. During the Spring Term staff will undertake peer observations, supported by SLT, to share good practice and address areas for development identified within the Performance Management meetings/reviews. Clear guidance will be provided along with templates to feedback
- Termly Progress meetings to continue between teachers and SLT; these will focus on effort versus attainment quadrants; progress made in learning (particularly in regard to literacy and numeracy) and reviews of targets
- Small Step Target meetings will continue to take place termly for early identification of support and reviews of progress
- A shared overview of the year will be available to all staff before the start of each academic year
- Bromcom will be used to track the progress of all learners. School will transfer from existing systems to ensure that effective and robust procedures in place are maintained and extended
- Work will continue within the cluster to effectively track the progress of learners. RM Compare will be trialled first at school level to develop consistent approach to judging against agreed criteria. Results will be analysed and feedback shared/discussed. This will then extend to cluster
- Staff training opportunities will continue to be offered to ensure teachers and TAs are well equipped to deliver high quality teaching and learning opportunities. Work will continue as we further develop our curriculum and assessment to extend our Teaching & Learning Policy
- Targets for all children will be set and regularly reviewed by SLT in reading to monitor impact and drive further improvement
- A more robust template to monitor progress within classes using Blippit will be introduced to ensure teachers focus on impact and progress

➤ SLT to evaluate the effectiveness of AOLE leads and Pupil Influence groups



**Recommendation Two:** *Ensure that the curriculum supports all pupils to develop their literacy, numeracy and Welsh language skills effectively*

**Responsibility for Literacy:** Pauline Harrison & Emma Rogers

**Responsibility for Numeracy:** Lisa Bowles

**Responsibility for Welsh:** Dionne Wilmore & Cheryl Sear

**Support:** Rebecca Billington (Headteacher) & Meryl Ivison (Deputy Headteacher)

**LA Support:** Eleri Vaughan (Welsh) Chris Edwards (LA School Support)

**GwE Support:** Tracy Jones (SIA) Tamasine Croston (GwE)

**Responsible Governors:** Dan Robertson & Louise Williams

### Current Position

#### Commentary from Estyn, June 2024

- Teachers provide regular focused opportunities for pupils to develop their literacy, numeracy and digital skills. However, expectations for what pupils should achieve are not ambitious enough.
- Pupils make less progress in developing their writing and numeracy than they could.
- Teachers do not teach or model the use of spoken Welsh consistently
- Pupils lack the skills and confidence to speak Welsh readily
- The school makes strong provision for pupils with ALN, including those in RP classes, which supports them to make good progress.
- Leaders deploy resources and use professional learning to achieve focussed improvements such as to strengthen the progress younger pupils make in reading.
- The school has recently introduced a systematic approach to developing pupils' early reading skills.
- This impacts positively on the progress younger pupils make in developing their knowledge of letter sounds.
- Most younger pupils show enjoyment in reading and develop the fluency and confidence to read suitably challenging texts successfully.
- Many pupils use their reading skills to support their wider learning effectively.
- Teachers do not provide enough opportunity for older pupils to discuss and reflect on their reading.
- Older pupils are limited in their ability to respond critically to what they read and to express informed opinions.
- A majority (over 60%) of pupils make suitable progress in developing their writing skills.
- Older pupils structure their writing appropriately and use relevant features, such as descriptive language when writing imaginatively.
- Many pupils combine their digital and writing skills to communicate their ideas and research creatively as part of their topic work. For example, they produce graphic leaflets that inform and capture the interest of the reader successfully.

- Teachers do not ensure that pupils write at length for a broad range of purposes frequently enough
- Teachers do not use a consistent approach that supports pupils to plan, draft and improve their writing effectively.
- Younger pupils develop and use their number skills purposefully in practical contexts, often as part of their learning in the outdoors.
- Younger pupils begin to develop their understanding of place value and calculation appropriately.
- By Year 6 a minority (below 40%) of pupils use and apply their skills in real life situations well, such as to find the perimeter and area of spaces on the school yard.
- Across the school around half of pupils do not make sufficiently strong progress in developing numeracy skills
- In around half of classes, teachers plan tasks at too low a level and do not challenge pupils to be ambitious in their learning, this means pupils do not always make the progress they should in areas such as writing and mathematics.
- Teachers provide suitable opportunities for pupils to learn about Welsh culture and heritage.
- A few teachers speak Welsh with pupils, for example to give simple commands in class.
- Teachers do not provide enough opportunity for pupils to develop their knowledge of Welsh systematically in lessons.
- Most pupils Welsh language skills develop slowly, and they are not confident to use an appropriate range of spoken Welsh readily.

### School position

These have been ongoing areas of school improvement and leaders and staff constantly adapt and improve provision where needed. Through 2023-24, leaders prioritised improving literacy with a focus on reading. New resources to further develop reading were purchased for the junior department in order to further support this, which allowed for a more consistent approach to the tracking of progress. Improving writing was identified as a key priority for 2024-25 as part of the school's three year development plan. Improving presentation is currently a priority and is having a positive impact.

During 2023-24, school introduced a system of ensuring numeracy skills are further developed within real-life experiences following each unit of work. Further work to develop this across the school is in progress.

School achieved the Cymraeg Campus Bronze Award in July 2023 and is currently working on targets within the Silver Award category.

New provision to support the development of pupils' key skills in literacy and numeracy is in place, this ensures a more consistent approach to building numeracy skills and writing skills across a genre.

### Aims: Within 12months

- All pupils will make positive progress from identified starting points in the development of literacy, numeracy and Welsh language skills
- Pupils will use their numeracy skills effectively to a level they are capable of in a wide range of real life experiences
- Skills ladders will be in place and consistently used across the school to support the systematic progress of literacy, numeracy and Welsh language skills
- Pupil books/work will reflect the positive progress they have made particularly in their writing
- Plans will include a wide range of opportunities for pupils to write for a broad range of purposes frequently
- Older pupils will be able to respond critically on the texts they have read and be able to confidently express their informed opinions
- All staff will have confidence in using spoken Welsh in all lessons
- Pupils will have the confidence to speak Welsh readily in lessons and social situations at a level appropriate to them

- All staff will be good role models for spoken Welsh
- Pupils will be developing their number fluency at an appropriately challenging level using Winning with Numbers
- Termly moderation in identified genres of writing will be completed to ensure suitable challenge/progression
- Termly moderation in identified mathematical concepts will be undertaken to ensure suitable challenge/progression
- Plans will effectively develop pupil skills over time in key areas such as literacy, numeracy and Welsh language skills
- Pupils will write using a wide range of vocabulary and using punctuation appropriately
- Pupils will take pride in their work and develop their handwriting/presentation skills
- School will have achieved/be close to achieving the Cymraeg Campus Silver Award

Activity Specific Action to be taken priority	Lead person Who takes responsibility?	Timescale By when or From when?	Staff development Support needed?	Cost How much? Source?	Monitoring Who will check on progress and when?	Evidence
<b>Progressive development of pupil skills in Reading</b>						Reading Tracking docs
2.0 All staff will have a good understanding of what is appropriate and suitably challenging progression within the reading scheme for each individual child in the class.	ER PH	Ongoing termly	ER & PH to liaise with cluster schools and Barker's Lane to observe good practice	No cost	CE, Governors and GwE SIA by observing evidence (reading tracking), listening to children read, speaking to children and in discussion with SLT and teachers.	Reading Tracking Analysis
2.1 Reading tracking to be monitored termly by SLT to ensure appropriate progress is being made by all pupils	ER PH	Sept 24				Meeting Notes
2.2 Opportunities to develop higher order reading skills to be clearly evidenced in Years 5 & 6	ER RB MI	Ongoing from Aut 24			Focus Support Group Meetings will observe reading data and discuss the information shared by CE, GwE and Governors.	Taith 360 where appropriate
2.3 Reading tracking to be discussed and noted during termly progress meetings between teachers and SLT	RB	Termly				Examples of work from children

2.4 Analysis of reading tracking to be shared with Governors termly.					Analysis of reading data will be shared during Curriculum Committee meetings of Governing Body.	Listening to Learners  Gov Body Minutes
<b>Progressive development of pupil skills in Writing – main focus autumn term 2024</b>  2.5 Specific genres of writing to be undertaken throughout the year to be mapped out and shared with all staff.  2.6 Writing skills ladders for grammar, punctuation etc. to be shared with all staff to ensure a progressive and consistent approach  2.7 A consistent approach to the development of the writing process to be used when children access Language and Literacy, so that pupil books show clear development and progression  2.8 Presentation expectations to be shared with all staff by SLT  2.9 Opportunities for teachers to share good practice offered regularly in staff meetings  2.10 A focus on further development of spellings to be included as part of Literacy and Language sessions, following on from the approaches used in Read, Write, Inc.	ER PH   ER PH   ER PH   PH   RB	Sept 24   Autumn Term 2024   Ongoing from Autumn 2024   Sept 24	CE (LA) Barker's Lane – staff visits to observe good practise and within cluster   GwE SIA to quality assure & suggest options for further support if/when needed   Louise Williams Gov to quality assure	No cost	CE, Governors & GwE SIA by joining Learning Walks & book scrutiny; through listening to learners, in discussions with teachers and by observing evidence provided.  Examples of pupils work will be available during meetings of the full Governing Body and during Curriculum Committee Meetings.  Observations from all parties will be shared during Focus Support Meetings with examples available.	Children's books  Planning docs  Skills ladders and checklists  Staff meeting minutes



<p>2.11 Class environments will support the development of pupil's writing in a consistent manner</p> <p>2.12 High quality texts will be used to develop pupils writing which are engaging and authentic to pupils and linked to wider curriculum work</p> <p>2.13 Staff will provide pupils with more opportunities to write at length in order to improve durability and writing resilience – e.g. free writing journals</p>	<p>MI</p> <p>PH ER</p> <p>PH ER</p>	<p>Ongoing from Nov 24</p> <p>Beginning Autumn 24 and ongoing to July 25</p> <p>Autumn 24</p>	<p>The Rofft, cluster working collaboratively on extended writing and presentation</p>			
<p><b>Progressive development of pupil skills in Numeracy – main focus spring term 2025</b></p> <p>2.14 Strategies to develop pupil number fluency to be introduced across the school following staff training</p> <p>2.15 Specific mathematical concepts to be developed throughout the year to be mapped out and shared with all staff.</p> <p>2.16 SLT to discuss concept starting points with teachers during the Autumn term to ensure the work is aimed at an appropriate yet challenging level for all pupils in the class.</p>	<p>LB</p> <p>SLT LB</p> <p>SLT</p>	<p>Oct half term 2024</p> <p>Sept 24</p> <p>Sept 24 and on-going termly analysis</p>	<p>GwE SIA to quality assure</p> <p>Ann Jones Inspire Maths, development days.</p> <p>WWN further training in-house and review of progress.</p>	<p>3 days supply to release LB from timetable</p> <p>2 days for Maths development days TBC</p>	<p>CE, Governors &amp; GwE SIA by joining Learning Walks &amp; book scrutiny; through listening to learners, in discussions with teachers and by observing evidence provided (i.e. data)</p> <p>Examples of pupils work will be available during meetings of the full Governing Body and</p>	<p>Tracking docs for WWN</p> <p>Taith 360 data</p> <p>Numeracy skills ladders</p> <p>Pupil work books</p>

<p>2.17 Numeracy skills ladders to be shared with staff to ensure a progressive and consistent approach across the school</p> <p>2.18 Teachers to ensure at the end of each concept opportunities are given to utilise the concept developed in a real life situation across the curriculum. This must be clearly evidenced within pupil books.</p> <p>2.19 The learning environment will positively support the development of numeracy</p>	LB	Spring term 2025			during Curriculum Committee Meetings.	Class environments
	LB RB	On-going Autumn 2024	The Rofft Marford – school visit to share good practise around working walls		Observations from all parties will be shared during Focus Support Meetings with examples available.	
	All staff	Spring Term 2025				
<p><b>Progressive development of pupil skills in Welsh – on going from Autumn 2024</b></p> <p>2.20 School involvement in LA pilot programme for the development of Welsh in an immersive environment</p> <p>2.21 Welsh language continuum to be shared across all classes termly, created by LA, to meet the needs of the class and to ensure progression across the school</p> <p>2.22 School to move away from traditional “Welsh Lessons” and “Matiau Iaith” and instead develop an immersive approach</p>	All staff	From Aut 2024	LA Welsh ImmersionTeam to provide support for leads and training for all staff	Cost of TA from L2 to L3 for 3 days to release CS and DW	CE, Governors & GWE SIA by joining Learning Walks & book scrutiny; through listening to learners, in discussions with teachers and by observing evidence provided – such as work towards Silver Award.	Learning Walks
	CS DW	Nov 24	Eleri Vaughan		Examples of pupils work will be available during meetings of the full Governing Body and	Visitor comments Staff surveys Pupil surveys New tracking documents
	All staff		Siwan Jones Sion ???			Cymraeg Campus evidence

<p>2.23 Regular, focussed Welsh language training for staff to be continued to increase staff confidence</p> <p>2.24 Incentives to encourage children to use Welsh as part of their normal conversations to be continued and promoted by Criw Cymraeg</p>	<p>CS DW</p>	<p>From Aut 2024 on-going From Nov 24</p>	<p>SPP with All Saints' Gresford</p>		<p>during Curriculum Committee Meetings.</p> <p>Observations from all parties will be shared during Focus Support Meetings with examples available.</p>	
<p>2.25 School to work towards achieving the Cymraeg Campus Silver Award</p>	<p>CS DW</p>	<p>From Nov 24</p> <p>Aim for Autumn 25</p>				
<p><b>Progressive development of pupil skills</b></p> <p>2.26 Staff to develop their awareness of the progression steps for literacy, numeracy and Welsh language through continuing to develop a continuum of progression in key skills across the school</p> <p>2.27 Plans will ensure clear links are made in the development of pupil skills in literacy, numeracy and Welsh across all areas of learning</p> <p>2.28 Staff to ensure they complete 'live marking' in an age/needs appropriate manner to involve pupils in a meaningful manner</p> <p>2.29 Yellow box marking to be used to indicate/remind the pupil how to improve a</p>	<p>ER</p> <p>PH</p> <p>SLT</p> <p>SLT</p>	<p>Ongoing from Autumn 24</p> <p>Sept 24 ongoing</p> <p>Ongoing – reminder Sept 24</p>	<p>GwE SIA to quality assure</p> <p>SPP working with All Saints' Gresford and cluster schools</p> <p>Visits to schools to share good practice and networking within cluster</p>	<p>No additional cost</p>	<p>CE, Governors &amp; GwE SIA by joining Learning Walks &amp; book scrutiny; through listening to learners, in discussions with teachers and by observing evidence provided.</p> <p>Examples of pupils work will be available during meetings of the full Governing Body and during Curriculum Committee Meetings.</p>	

particular piece of work, ensuring time is given to address the improvements		Ongoing – reminder Sept 24			Observations from all parties will be shared during Focus Support Meetings with examples available.
2.30 Further development of the learning environment to support pupil progression in literacy, numeracy and Welsh with the introduction of working walls	SLT				
2.31 SLT to ensure all areas around school offer literacy, numeracy and Welsh rich environments to support the progression of skills in these areas.	SLT	From Autumn Term 2024			
2.32 Book Monitoring and Learning Walks will focus on the development of literacy, numeracy and Welsh skills – linked to the term’s main focus. Strengths and areas for development in these areas will be shared with all staff and solutions will be developed collectively.	SLT	Spring Term 2025  Half termly from Oct 24			

## Success Criteria

### What will be the impact of these actions?

A positive impact on pupils reading, writing, and comprehension skills will be evident across the school. Pupils will be able to effectively communicate, using critical thinking and problem-solving skills in a wide range of situations. Pupils will engage meaningfully with a variety of texts, develop well-reasoned arguments, and express themselves clearly, which will ultimately support them across all areas of learning.

Pupils will have strong numeracy skills allowing them to solve problems in a logical and analytical manner within real-life applications, beyond the classroom environment.

Pupils will be able to confidently use Welsh to communicate their needs and to converse in a bilingual manner. They will embrace the Welsh language and contribute to the government's broader aim of creating a million Welsh speakers by 2050.

Leaders and teachers will ensure that the curriculum is inclusive and adaptive to meet the needs of individuals, including those with additional learning needs (ALN). Effective teaching strategies will be evident in all classes to help all learners develop essential skills within literacy, numeracy and Welsh at their own pace and level of understanding. Teachers will draw upon previous training to remove barriers to learning which may restrict pupil progress.

*Ensuring the curriculum effectively supports literacy, numeracy, and Welsh language development is essential for fostering pupils' academic success, personal growth, and cultural identity, while also preparing them for future challenges.*

### Summer 2025 Impact Summary – Recommendation Two

#### What has been the impact of these actions?

- School has clear evidence that nearly all pupils have made positive progress from their identified starting points in the development of literacy, numeracy and Welsh language skills. This information has been shared with Governors and LA officers throughout the year.
- Notably, when considering progress in reading – 87% of Year 6 children left as 'Free Readers', having completed the ORT reading scheme. Of the 5 children who did not, systems of support were in place and all made progress towards their own targets on their own individual journeys.
- 54% of the children in Year 2 had completed the RWI programme and were reading at Oxford Reading Tree stage 10 or above, (higher than the expected level) This is strong evidence of the high quality teaching in place to support reading and indicates that the programme is fully embedded across the infant department. Research shows that when children develop fluent reading skills, they gain the foundation to access the full curriculum with confidence. Fluent reading allows pupils to move beyond decoding words to focus on comprehension, enabling them to understand, enjoy, and critically engage with a wide range of texts. This not only raises attainment in literacy but also supports progress across all subjects, as reading underpins learning in every area of the curriculum. This progress in reading increases children's independence, supports vocabulary development, strengthens writing, and boosts self-esteem. Ultimately, by ensuring children can read fluently, we can be confident that they have the tools to succeed academically and socially, while fostering a lifelong love of learning. (EEF)
- Most pupils are able to use their numeracy skills effectively in a wide range of real life experiences as evidenced within their Maths books and in tasks they complete across the wider curriculum, at a level appropriately challenging to their ability.
- Skills ladders are in place and used consistently across the school to support the systematic progress of literacy and numeracy. Children freely discuss their strengths and areas for development and are eager to take ownership of their learning to challenge themselves further.
- Pupil books/work reflect the positive progress they have made, particularly in their writing, as observed by LA officers, Governors and cluster schools. This is clearly evidenced within the school's monitoring files.
- Plans include a wide range of opportunities for pupils to write for a broad range of purposes as evidenced within their language books. The context of the writing often relates to wider curriculum aspects and within the broader spectrum of real life situations – see Theme books.
- Most older pupils are able to respond critically to texts they have read and are able to confidently express their informed opinions. This has been observed during learning walks and is evident within their written work.

- Nearly all staff have the confidence to use basic spoken Welsh in all opportunities throughout the day. The children remain hesitant to do so and this will be addressed during the upcoming year.
- Nearly all staff are good role models for spoken Welsh
- Pupils have started to develop their number fluency at an appropriately challenging level using Winning with Numbers, despite initial problems with technology. Information relating to this was shared by our Maths Lead with LA Officers and cluster schools, who have since purchased the programme.
- Termly moderation in identified genres of writing and within numeracy, ensure suitable challenge/progression is apparent in every class. These have been quality assured by LA Officers, Governors and cluster leads.
- Plans effectively develop most pupils skills over time in key areas such as literacy, numeracy and Welsh language skills as evidenced in the clear progress most pupils are making. In depth analysis of this progress is available on Taith 360 and from our Progress Lead and ALNCo
- Most pupils write using a wide range of vocabulary and using punctuation appropriately. Our non-negotiable skills ladders have been fundamental in securing this across the school.
- Most pupils take pride in their work and have further developed their handwriting/presentation skills across the school – evidenced during Book Monitoring sessions with LA and cluster.
- School has not yet achieved/be close the Cymraeg Campus Silver Award, however, many aspects are in place and we continue to work closely with the Trochi Team

*Ensuring that our curriculum supports all children to develop their literacy, numeracy and Welsh language skills effectively has lead to pupils making secure progress from their starting points, with improved confidence and independence in applying these skills across the curriculum and in real-life contexts. Literacy development has enabled pupils to read critically, write for a wide range of purposes, and communicate effectively, while strong numeracy skills help them to solve problems, reason mathematically and use number fluently. Embedding Welsh language skills across the curriculum, whilst still in it's infancy has ensured that learning opportunities nurture bilingualism and strengthen pupils' cultural identity Collectively, this balanced approach has raised standards, secured equity of access for all learners, and prepared pupils well for the next stage in their education.*

## Recommendation Two

### Next Steps – 2025 to 2026

#### Literacy

- Dyslexia training to be accessed by staff working with RPs and our boost class initially
- Read, Write, Inc. comprehension programme to be used when children complete the scheme to bridge the gap between RWI and L&L. Through Read Write Inc. Comprehension, pupils build secure skills in decoding, fluency, and understanding of increasingly complex texts. They develop the ability to

retrieve information, make inferences, and discuss vocabulary in context, which strengthens both comprehension and oral language skills. The programme also nurtures confidence in expressing ideas, encourages collaborative discussion, and lays the foundations for higher-order reading strategies such as summarising, predicting, and evaluating. These essential skills ensure that pupils are well-prepared to access the Literacy and Language scheme with the resilience and independence needed to tackle more challenging texts and writing tasks.

- Continue to be supported via Read, Write, Inc. development days to ensure continued progress and to further our approach to handwriting skills
- Comprehension skills focus activities to be introduced in Years 3 & 4 to ensure children who are approaching Free Reading, have secure higher order reading skills
- Tracking of fluency to be used during the summer term of Year 4 to ensure a smooth transition into upper juniors
- Whole class reading sessions in junior classes to continue
- Drawing Club to be rolled out across Years 1 & 2 – staff to access training in September 2025. Drawing Club fosters imagination and creativity by allowing children to develop ideas visually before translating them into words. The approach reduces barriers to writing, particularly for reluctant writers, by providing an engaging and purposeful context. It strengthens oral storytelling, vocabulary development, and sentence construction, which directly supports the progression into written work. Children gain confidence in generating ideas, sustaining narratives, and experimenting with language, leading to greater independence, stamina, and enjoyment in writing. Over time, this results in improved quality, fluency, and originality in pupils' written outcomes.
- "Pobble" to be purchased as a stimuli to promote free writing across the junior department on a regular basis. Using Pobble inspires pupils to write for a real audience and purpose, which increases motivation and enjoyment of writing. The platform provides high-quality stimuli and opportunities for children to share and celebrate their work, which boosts confidence and pride in their achievements. Pupils develop greater creativity, independence, and stamina in their free writing, while also improving accuracy and range of vocabulary. Pobble supports consistent progress by encouraging children to take risks, experiment with ideas, and apply taught writing skills in an authentic context, leading to improved outcomes in both the quality and quantity of their independent writing.
- The tracking of children's reading will convert to Bromcom
- Where pupils have been identified as not reaching their potential in literacy and numeracy, a new smaller class provision will be created for Sept 2025. Research suggests that smaller class sizes allow teachers to give pupils more targeted support and immediate feedback, which accelerates progress in both literacy and numeracy. Children benefit from increased opportunities for participation, more personalised teaching, and focused intervention that addresses gaps quickly. This results in stronger foundations in key skills, improved confidence, and greater independence as learners. Over time, smaller classes contribute to higher attainment and more consistent progress across the curriculum. (EEF)

## Numeracy



- School will continue to use Winning with Numbers – new technology purchased for Years 3 & 4 to ensure ease of access to the programme on a daily basis
- A Parents Event will be held in the Autumn Term to share Winning with Numbers with parents to promote numeracy at home
- School will continue to develop the skills ladders relating to cold/show case tasks when approaching a new concept in Maths work
- All concepts will clearly show a piece of work relating to a real life application within either Maths or Theme books
- Numeracy development days provided by Ann Jones, Maths Consultant to be arranged for Autumn Term (17<sup>th</sup> & 18<sup>th</sup> Sept)
- Continued work with the cluster to develop a consistent approach to numerical concepts from differing starting points

## Welsh

- One staff member to participate in the Welsh Government sabbatical organised by Bangor University
- New Welsh Leads to be appointed to continue the work across the school
- Welsh language non-negotiables to be introduced into all classes (yr 1 to 6) for use by all staff and children
- Further promotion of Welsh language in assemblies and on display across areas outside of classrooms
- Criw Cymraeg to continue promoting the Welsh Language
- Continued work with the Trochi Team to ensure Welsh language patterns relate to the current theme



**Recommendation Three:** *Ensure that all teachers have consistently high expectations of what pupils can do and challenge them appropriately*

<p><b>Responsibility:</b> Rebecca Billington, Headteacher  <b>Support:</b> Meryl Ivison, Pauline Harrison, Cari Parry, Emma Rogers (SLT)</p>
<p><b>LA Support:</b> Chris Edwards  <b>GwE Support:</b> Tracy Jones (SIA) Tamasine Croston  <b>Responsible Governor:</b> Dan Robertson</p>
Current Position
<p><b>Commentary from Estyn, June 2024</b></p> <ul style="list-style-type: none"> <li>• Teachers make extensive use of the school's extensive outdoor environment to support pupils' learning and plan engaging tasks for pupils to complete</li> <li>• Whilst activities often motivate pupils well, they do not always build on pupils previous learning systematically or support them to extend their learning purposefully</li> <li>• Expectations for what pupils should achieve are not ambitious enough.</li> <li>• Pupils complete tasks that do not challenge them sufficiently.</li> <li>• Where teaching is more effective, staff question pupils effectively to extend their thinking and set clear goals that challenge pupils to make good progress.</li> <li>• Where teachers have developed their practice successfully, they enable pupils to apply what they have learned in previous lessons in new contexts that reinforce and deepen their understanding beneficially.</li> <li>• Teachers provide useful opportunities for pupils to learn from their peers and to reflect on their own strengths and what they need to improve.</li> <li>• Independent tasks do not build effectively enough on what pupils already know and they are not sufficiently purposeful to extend their skills or knowledge successfully.</li> <li>• Where teaching is most effective, teachers match tasks to pupils' needs to successfully. They use skilful questioning to explore pupils' reasoning and to help them make links between different aspects of their learning. This helps pupils to understand concepts well and to try out ideas confidently.</li> <li>• In around half of classes teachers do not have high enough expectations of what pupils can do.</li> <li>• Teachers plan tasks at too low a level and do not always challenge pupils to be ambitious in their learning.</li> </ul>

### School position

There is a range of teaching strengths across the school currently – most teachers have high expectations and understand well how to move pupils progress rapidly. Where there are inconsistencies, teachers are supported to improve by leaders. A new staffing plan is in place which maximises teaching strengths and experience in each phase. Independent learning is a strength of the school and pupils enjoy regular opportunities to learn and self challenge. New planning and assessment maps have been implemented in order to ensure that challenge is more progressive across school

### Aims: Within 12months

- All teachers will have consistently high expectations of what pupils can do
- All teachers will provide activities that suitably challenge all pupils appropriately (taking into account their age/needs)
- All teachers will use skilful questioning to explore pupils' reasoning and support pupils to make links between different aspects of their learning
- Opportunities provided within Time to Shine and Forest School will build on pupils' previous learning and be purposeful in extending their skills further
- Plans will take in account the level at which the children are currently working and demonstrate clearly how to support pupils to make progress to advance to the next steps in their learning
- Teachers will set challenging targets for pupils particularly within the development of literacy and numeracy skills

Activity Specific Action to be taken priority	Lead person Who takes responsibility?	Timescale By when or From when?	Staff development Support needed?	Cost How much? Source?	Monitoring Who will check on progress and when?	Evidence
<b>Clear vision and expectations</b>						
3.0 Headteacher to communicate the school's vision and core values regarding high expectations for pupil progress at the start of the academic year and regularly throughout	RB MI	Sept 24 and at the start of each term		9 days of TA increase from L2 to L3	CE, GwE SIA and Governors through Learning Walks, Listening to Learners, observing documentation (i.e. reading tracking), in discussion with teachers and SLT	Teacher feedback from Learning Walks and lesson obs
3.1 All teachers with SLT support to set clear, measurable, and ambitious progress goals for all pupils – linked to the school's	All teachers	Autumn 24 and ongoing	CE to quality assure			Pupil data tracking

<p>key skills tracking and progression documents</p> <p>3.2 Plans will include clearly identified and detailed opportunities for differentiation that challenge all pupils, particularly those who are more able and those need additional support.</p> <p>3.3 The learning environment will reflect this planning though including previous learning and new challenges through working walls and independent challenges in provision</p>	<p>PH CP ER</p>	<p>Sept 24</p>	<p>Jan training day to be focussed on expectation and challenge – awaiting provider to confirm.</p> <p>The Rofft School – visits to observe good practice.</p>	<p>Cost of full day training TBC</p>	<p>All Governors will be regularly updated during reports from the Headteacher during termly meetings with the opportunity to question and critically analyse.</p> <p>LA through Focus Support Meetings when updates from all stakeholders will be shared.</p>	<p>using new assessment trackers</p> <p>Plans</p> <p>Staff meeting minutes</p>
<p><b>Professional Development</b></p> <p>3.4. Reminders will be shared on previous training sessions on how to foster a growth mindset in both teachers and pupils. This helps to create a culture where all believe that ability and intelligence can develop through hard work.</p> <p>3.5 All teachers will attend further training on using assessment information effectively to track pupil progress and plan interventions that push pupils toward ambitious goals.</p> <p>3.6 Regular CPD (Continuing Professional Development) focused on high-impact</p>	<p>SLT</p> <p>ER</p>	<p>On-going in Memos from Nov 24</p> <p>Half termly from Sept 24</p> <p>Spring term 2025 and on-going</p>	<p>Two teachers starting Masters in Education courses focussed on leadership</p> <p>Training provided via Taith 360 on effective progress and tracking using the system</p> <p>Staff meeting reminders of previous training</p>		<p>GwE SIA and/or CE through discussions with staff.</p> <p>Governors through termly reports shared in meetings</p> <p>LA through Focus Support Meetings</p>	

strategies for raising pupil outcomes, such as differentiation, questioning techniques, and feedback.	RB MI		from Independent Thinking			
<b>Collaborative Planning and Sharing Best Practice</b>  3.7 Opportunities will be provided for teachers to observe colleagues with consistently high expectations for pupils' progress. Peer coaching pairs will focus on specific teaching strategies that encourage pupil progress.  3.8 SLT will share best practices during staff meetings, focusing on how to raise expectations for pupil achievement.  3.9 Opportunities created for teachers to collaborate on plans that aim for high pupil outcomes, making use of tracking information to drive planning.	MI       SLT    SLT	Spring term 2025 and Summer term 2025  From Nov 24 on-going  Fortnightly SLT meetings with staff	Cluster visits and networking to share good practice.  Cluster moderation meetings		CE, GwE SIA and Governors through Learning Walks, Listening to Learners, observing documentation (i.e. reading tracking), in discussion with teachers and SLT  All Governors through reports during termly meetings  LA through Focus Support Meetings	
<b>Regular Monitoring and Feedback</b>  3.10 SLT will conduct regular, supportive lesson observations to ensure teaching aligns with high expectations. Feedback to promote continuous improvement will be shared with individual staff and with all staff	SLT	Nov 24  March 25  June 25	GwE SIA to quality assure.  RB to visit CE to observe good practice		CE, GwE SIA and Governors through Learning Walks, Listening to Learners, observing documentation & in discussion with teachers and SLT	

<p>(anonymously) to identify strengths/areas for development</p> <p>3.11 SLT will hold regular (termly) meetings with teachers to review pupil progress against targets</p> <p>3.12 SLT will regularly (half termly) review pupils' books and other work to assess whether teachers are providing challenging work that promotes significant progress.</p>	<p>ER RB MI CP</p> <p>SLT</p>	<p>Fortnightly from Sept 24</p> <p>From Nov 24 on-going</p>			<p>All Governors through reports during termly meetings</p> <p>LA through Focus Support Meetings</p>	
<p><b>Develop a culture of high expectations</b></p> <p>3.13 Pupil progress will be recognised and celebrated through assemblies, newsletters, and on displays. Teachers should reinforce that all pupils can achieve highly with effort and support.</p> <p>3.14 All staff will encourage pupils to take ownership of their progress by setting personal goals and regularly reflecting on their achievements.</p> <p>3.15 School will involve parents by regularly updating them on their child's progress and encouraging a partnership in supporting academic success at home. Termly Sharing Progress with Parents events</p>	<p>RB MI</p> <p>All teachers</p> <p>All staff</p> <p>All teachers</p>	<p>On-going</p> <p>On-going</p> <p>Oct 24</p> <p>Spring 25</p> <p>Summer 25</p>	<p>Louise Williams Gov to share experience of good practice</p> <p>Cluster networking and visits</p> <p>Visits to Barker's Lane to share good practice.</p>		<p>CE, GwE SIA and Governors through Learning Walks, Listening to Learners, book observations, observing documentation and in discussion with teachers and SLT</p> <p>All Governors through reports during termly meetings</p> <p>LA through Focus Support Meetings</p>	

## Success Criteria

### What will be the impact of these actions?

Teachers will set high expectations leading to increased pupil engagement and motivation. Challenging tasks that are appropriately scaffolded will foster deeper thinking and problem-solving skills. Research shows that high expectations lead to greater academic attainment. A study by Rosenthal and Jacobson (1968) demonstrated the "Pygmalion effect," where pupils performed better when teachers believed they were capable of success. When children know their teachers expect them to succeed, they tend to rise to those expectations.

All staff will believe in the individual potential of all pupils and implement teaching strategies that challenge them to think critically and creatively. This will lead to improved comprehension, retention, and overall progress in both literacy, numerary and across all other areas of learning.

Pupils will be challenged appropriately and learn to cultivate resilience. Pupils will learn that effort leads to improvement and that mistakes are part of the learning process. This aligns with Carol Dweck's theory of a growth mindset, where pupils believe that their abilities can develop through hard work and dedication.

Through high expectations pupils will foster independence as they are encouraged to take responsibility for their learning. Staff will offer challenges that push pupils beyond their comfort zones, leading them to develop problem-solving skills, crucial for lifelong learning.

Having consistently high expectations will help to reduce the achievement gap among pupils of different backgrounds. Teachers hold all pupils to high standards to encourage equitable outcomes. It is widely accepted that teachers who challenge all pupils prevent the risk of underachievement, particularly for those from disadvantaged groups.

While maintaining high expectations, all teachers will also ensure that support is differentiated. Challenges will be appropriate to each pupil's starting point, enabling all pupils to progress at a rate that is challenging yet achievable. This will be especially beneficial for pupils with additional learning needs who require more tailored approaches to meet these high expectations.

In all classrooms teachers, a culture of mutual respect and focus on achievement will be evident. Learning environments, will be supportive and reflect high expectations

Regular monitoring and feedback will identify areas of strength and inconsistency, these will be recorded and acted upon in order to improve provision and standards where appropriate. Self evaluation findings will reflect monitoring and will feed directly in to improving the school through school plans and through individual teachers goals and targets

Peer coaching will be in place and teachers will learn from each other in order to improve expectations (leaders will ensure that coaching groupings reflect staff skills and strengths).

Sharing of successful practice will enable all staff to work cohesively

*When teachers maintain consistently high expectations and provide appropriate challenges, it leads to measurable gains in pupil progress, especially in terms of academic achievement, personal development, and motivation. This approach helps foster an environment of high engagement, resilience, and*



*independence, ultimately preparing pupils for future success. Moreover, it promotes equity by ensuring that all pupils, regardless of their background, are given the opportunity to excel. Therefore, embedding this approach in teaching practice is essential for optimising pupil outcomes.*

### Summer 2025 Impact Summary – Recommendation Three

#### What has been the impact of these actions?

- All teachers clearly have consistently high expectations of what pupils can do, as observed during Learning Walks with LA officers, Governors and cluster leads throughout the year.
- All teachers provide activities that suitably challenge all pupils appropriately (taking into account their age/needs). This has been clearly observed during Learning Walks and is evident when talking with pupils or observing their work in books. SLT acknowledge that not all lessons will be successful and therefore our teachers are encouraged to be reflective and build on their experiences, rather than having unrealistic expectations of perfection.
- All teachers use skilful questioning to explore pupils' reasoning and support pupils to make links between different aspects of their learning; this is evident during Learning Walks and has been a focus of discussion as we continue to develop our Teaching and Learning policy.
- Opportunities provided within Time to Shine and Forest School build on pupils' previous learning and are purposeful in extending their skills further. Staff have high expectations and an in-depth knowledge of the children. They work closely with teachers to ensure the work pupils produce freely and independently reflects what they are achieving in class.
- Plans take in account the level at which the children are currently working and demonstrate clearly how to support pupils to make progress to advance to the next steps in their learning
- Teachers set challenging targets for pupils particularly within the development of literacy and numeracy skills; these are discussed with SLT at length throughout the year and adjusted as required.

*As a result of teachers having consistently high expectations and providing appropriate challenge, pupils are motivated to achieve their best, make strong progress from their starting points and develop resilience, independence and confidence in their learning. This has led to higher standards, improved attitudes to learning and ensured that all pupils, including those who are more able, are well supported and stretched to reach their full potential.*

### Recommendation Three

#### Next Steps – 2025 to 2026

- Staff training (Sept) to focus on Challenge Based Learning with support from Dave Harris and Nina Jackson (Independent Thinking)
- A "Curious Community" approach is to be developed across the school to promote authentic engagement from the children

- Further training and support to be accessed from Dave Harris and Dr Mathew McFall during the Autumn and Spring Term
- The development of a Darland Curious Learning Community will be introduced and led by Park CP
- SLT to share a template with staff for recording impact of learning on Blippit and Seesaw
- Planning will be adapted for the Autumn Term 2025 to ensure we start with the Four Purposes; this ensures learning opportunities have a purposeful and authentic context
- Our Curriculum and Progress Lead will attend the National Support for Curriculum and Assessment Design course provided by the Welsh Government during the Autumn Term; adjustments will be made as required
- Opportunities will be provided for teachers to observe colleagues with consistently high expectations for pupils' progress. Peer coaching pairs will focus on specific teaching strategies that encourage pupil progress.
- Further development of cluster working parties to review areas across the curriculum, including visiting other schools to share and observe good practice
- School and cluster work using RM Compare will be introduced during the Autumn Term to ensure staff expectations and judgements of the quality of work produced are similar and consistent across the school and within the cluster.

## Section 4: PIAP Overview

### Recommendation 1

	Sept 24	Oct 24	Nov 24	Dec 24	Jan 25	Feb 25	March 25	April 25	May 25	June 25	July 25	Sept 25
1.1												
1.2												
1.3												
1.4	Ongoing			On-going								
1.5												
1.6												
1.7												
1.8												
1.9												
1.10												
1.11		Ongoing										
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1.13												
1.14												
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1.16												
1.17												
1.18												
1.19												

#### Tracking Progress on Recommendation 1: *(Description of activities undertaken and impact)*

Oct – Performance Management completed; teachers identified areas for development within their own practice and agreed on next steps with RB. Documentation shared on providing High Quality Teaching experiences. Early PDRP meetings arranged fortnightly have proven to be

successful – *Impact: planning queries are answered directly by SLT and support is given in a timely manner; SLT are able to ensure points raised have been actioned. Deeper focus on challenge, expectation and progress.* Further discussions around feedback have seen a marked improvement in Yellow Box marking observed during book observations – see Book Monitoring Report for evidence. *Impact: Children have a clearer understanding on what they have done well and what they need to do to further improve their work.*

Individual feedback shared with teachers during PDRP meetings (verbally) *Impact - teachers had the opportunity to question practice and gauge SLT views/ideas which they appreciated and reported to be positive. This has led to improved communication and any identified areas for improvement are acted upon without delay.*

Nov – Learning Walks document shared with staff detailing the new process. SLT accompanied by governors and LA/GwE Officers undertook Learning Walks on 6.11.24. Strengths and Areas for Development were identified. Individual feedback given by PDRPs along with whole staff feedback – see report. Progress meetings have taken place between Progress Lead and teachers with a framework established. ALNCo and teachers discussed small step targets, Progress Lead focussed on the progression of all other children and included discussion on whether the challenge for those MAT learners was sufficient. High Quality Teaching document and Learning Walk Procedures shared and agreed with staff. *Impact – through their observations SLT have a good understanding of the classroom practices in use across the school and identified where there are any inconsistencies that need to be addressed. Progress meetings ensured all staff have high expectations and SLT are confident that challenging targets are in place. Joint ALN/Progress Meetings to be held moving forward. Creating documents such as High Quality Teaching collaboratively have ensured all staff feel listened to and valued and that we have consistent approaches in place across the school.*

Dec – PM paperwork updated following research within cluster schools and other schools in Wrexham to share best practice. Updated version includes more detail and SPP initiated with All Saints' to trial the new approach this year, working in collaboration. PDRP meetings in January to be used to discuss new paperwork with teachers and ensure progress towards targets has been made. *Intended impact – clearer and more targeted/detailed PM paperwork will be in place which also places an emphasis on teacher well-being; celebrating successes and identifying future goals.*

Jan/Feb – All teachers have up to date PDRP paperwork and meetings continue to ensure work is being carried out to meet targets. This included visits to observe good practice in other schools by individual teachers, who then used new ideas within their teaching (developing literacy & numeracy within PE). *Impact - Meetings are considered worthwhile and positively impacting on practice as teachers have the opportunity to discuss plans for activities/changes to environment/ strategies for behaviour etc. with SLT. Training needs are also discussed and actions taken to address these.* A staff well-being questionnaire was completed which gained positive results. Staff asked for more encouragement to be more active and thus a 'weekly movement hour' has been introduced. TA PM will begin with observations on the role of the adult during the March

Learning Walk. Documentation on Independent Learning, Working Walls and the Role of the Adult was discussed and shared with staff. This will form our whole school teaching and learning policy, split into three areas – The Enabling Environment; The Enabling Adult and Enabling Experiences. This idea formed following training provided by LA at the Headteacher Briefing in February. *Impact – staff will have a clear understanding and shared knowledge of school expectations in terms of Teaching and Learning. By drawing on research, a high quality education can be provided with consistent approaches and detailed examples shared.*

March – Learning Walk & Book Monitoring completed with LA and GwE officers, along with members of SLT and Governors. Positive feedback around high quality teaching shared. Areas for development identified and individual feedback given by PDRPs. Whole school: Role of the Adult in Infant classes – Jo Davies GwE, booked in to deliver more bespoke training. Collaboration – whole school practice agreed by staff. Capturing learning in Infant Maths books – Maths Lead to trial and share new approach. Progress meetings held alongside SST meetings – all children discussed effort v progress. *Impact: Clearer approach to identify progress in maths similar to language books; adults have further understanding how how to effectively support children during continuous provision time; whole school approach to support children to develop effective skills in working collaboratively.*

April – PM meetings undertaken with all TAs; Tracy Jones (GwE) delivered Product versus Process Curriculum training during staff meeting to all teachers; *Impact - staff able to reflect on current plans and discussions around starting with the four purposes will impact on future planning.* SLT to work on a tweak to planning documents for September. Jo Davies (GwE) delivered further Role of the Adult in Providing Challenge training for all teachers and supported within infant classes the following day, observing and giving advice. Plans continue to further develop areas of continuous provision building on the strengths within the Nursery class to ensure challenge is clear. *Intended Impact – staff will be more confident in their skills to deliver a challenging yet supportive environment for the children to thrive in and where every opportunity is a learning opportunity.*

May/June – Continued monitoring of teaching and learning across the school – Learning Walks and Book Monitoring including LA Officers and Governors. Bromcom – further development of the system to include Performance Management targets, reviews and to ensure up to date records of CDP are effectively stored/managed. PDRP meetings continue. *Impact – information will be freely available to staff, easy to update and all evidence of CPD will be stored centrally.* 2 staff successful gained secondment/sabbatical placements starting September (Welsh and SLT role). Robust recruitment procedures to ensure appropriate staff cover. *Impact – further evidence to suggest staff are well supported and encouraged to undertake CPD. Intended impact of Welsh Sabbatical - increased staff confidence and in house professionals available to support others in the development of the Welsh Language.* New procedures to ensure supply staff are fully equipped to cover in development – School Information Leaflets developed by DHT to be shared with supply agency. These will be sent to supply in advance and give key information about Safeguarding, our philosophies and expectations etc. *Impact – Supply staff will have a clear understanding of our school vision, philosophies and*

*expectations before arriving to teach/support in classes. They will be well equipped to support all children confidentially and in line with school policies. Children will be further safeguarded.*

## Recommendation 2

[illegible]

2.26												
2.27												
2.28												
2.29												
2.30												
2.31												
2.32												

### Tracking Progress on Recommendation 2: *(Description of activities undertaken and impact)*

Oct 24 – Reading expectations shared with staff – challenging targets set. Increased teacher’s understanding of the expected rate of movement though the scheme. New comprehension activities introduced into juniors – too soon to evaluate impact. Comprehension scheme to bridge the gap between RWI and L&L purchased – awaiting introduction. New lead for Maths has produced Numeracy Ladders to be shared with staff next term. Writing skills ladders and checklists for genres introduced into juniors – clearly impacting pupil progress as evident in books and in discussions with learners. Welsh language leads have met with LA officers and are eager to make the changes. Audit of staff Welsh use undertaken and language continuum being developed to be shared with staff in November. Increased use of common Welsh phrases evident across the school noted by SLT. Book Monitoring carried out – see monitoring document.

Nov 24 – Winning with Numbers introduced into classes. Learning Walk identified whilst most staff are using lots of Welsh during lessons, very few children are responding or speaking in Welsh without prompts from adults. Welsh Leads to address this with the introduction of the pilot and new resources. Welsh support arranged including further training for staff and workshop days for the children. Full school audit completed and work towards the Cymraeg Campus Silver Award has started (SPP with All Saints’ in place). Reading analysis undertaken with targeted support in place. Taith updated to highlight pupil progress. RWI training for new staff completed by PH. Numeracy skills ladders created – to be shared next term.

Dec 24 – Welsh training undertaken by teaching staff by LA Welsh Immersion Team. Initial meeting and audit of Cymraeg Campus Silver Award completed with Welsh Leads, LA and children. Plan to move forward established (see report visit). Book Observations undertaken with SLT, GwE and governors – positive reports received (available). Skills ladders and presentation expectations clearly having a positive impact. Number launch day planned for 10<sup>th</sup> January as Super Learning Day across school. Reading Analysis (available) shows all children have made progress on their own learning journeys.



Jan 2025 – Training Day (6<sup>th</sup> Jan) used to determine a consistent approach to Working Walls and creating Literacy/Numeracy rich environments. Support from The Rofft school planned for Monday 27<sup>th</sup> Jan 2025. See document “Working Walls at Park CP”. Staff visit to The Rofft – see staff meeting minutes 3<sup>rd</sup> Feb.

Feb 2025 – Working Walls evident across all classes with a consistent approach in place. Children are beginning to understand their purpose and use them effectively. Reading data clearly shows progress being made by individuals and across the whole school – see PH & ER. Recent book monitoring gained positive feedback within developments for literacy – in language books progress is clear and skills are transferred successfully across the curriculum. Work continues within numeracy – maths books in Years 1 & 2 need to show more purposeful recording and similar checklists to those used in language have been discussed – see GwE Monitoring report. WWN is up and running but too early to measure impact. Numeracy skills ladders have been shared with staff but not yet discussed and implemented effectively. Plan states this would start in the Spring Term and so we are on track.

March 2025 – Following Learning Walk discussion with Tracy Jones led to further changes within maths to ensure children know the purpose of the maths unit before starting. SLT to discuss with staff. Maths Lead to trial. Reading data shows nearly all children are making progress (RWI, Comp and Fluency) those who are not are either making small steps of progress or progressing towards school based IDP for ALN determination. Writing – high quality of progress identified with language books and transferred across the curriculum. Processes in place and clearly impacting on standards. Welsh – DW accepted onto Welsh sabbatical course; Welsh leads attended further training with Immersion team and plans in place to support staff during the Summer Term. Bespoke training arranged for departments along with Promotion of the Secondary Immersion programme for Year 6s.

April 2025 – Tracy Jones (GwE) met with Maths lead to discuss progress towards numeracy recommendation – see report. Informal walk around school by Dafydd Ifans, visits made to all classes. Further progress made towards Welsh with support from Immersion Team including time spent in class with children (teachers observing) and time arranged for planning meetings with all teachers in departments. Impressive work observed by SLT from Year 6 – progress in writing a discussion around should animals be kept in zoos. Processes in place are clearly having a positive impact.

May 2025 – Ann Jones, Maths Advisor met with Lisa Bowles, Maths & Numeracy Lead to arrange development days in September. Positive feedback was given from Ann, who complimented schools approach to CPA within Maths and new capturing learning opportunities with Years 1 & 2. Advice was shared regarding the use of SeeSaw to ensure staff focus on the impact of the learning rather than a description of the activity.

June 2025 – Cluster Progress meetings for the term focussed on Progress in Literacy (Writing) and Time (Maths). Literacy Leads from All Saints' Gresford visited school to undertake Book Observations and chat to children about progress. Positive feedback received (see report) and both

schools found the experience beneficial. Further development to this is arranged with literacy leads from other schools visiting each other (including PH & ER from Park) culminating in a Feedback Meeting on June 19<sup>th</sup> with all literacy leads. Report to be shared.

Progress in Maths with Cluster – all schools sharing progress across the concept of Time during a meeting to recognise Good Practice and further Areas for Development. Report to be shared across schools. LB leading for Park.

From September CS & DW (Welsh Leads) will be out on secondment – new leads to be determined to ensure we continue the momentum with progress in Welsh. TAs offered the opportunity of further Welsh courses during PM meetings (online course). Criw Cymraeg started delivering Welsh assemblies on a Friday.

Book Monitoring recognised the new approaches trialled in Years 1 and 2 Maths books is effective – next step is to roll this out into juniors. LB (Maths Lead) presented to FSG meeting with questions answered from LA and GwE Officers.

Reading and Numeracy Tests completed by nearly all children (some disapplied) and data analysed by Progress Lead – speak to ER for full analysis breakdown. All year groups performing well within or above the Wales average.

### Recommendation 3

	Sept 24	Oct 24	Nov 24	Dec 24	Jan 25	Feb 25	March 25	April 25	May 25	June 25	July 25	Sept 25
3.0	Termly											
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#### Tracking Progress on Recommendation 3: *(Description of activities undertaken and impact)*

Oct 24 – Sharing Progress with Parents engagement events hosted for Reception to Year 6. Positive feedback gained. *Celebrating good practice in staff meetings has had a positive impact of staff well-being. Book monitoring showed clearly high expectations across all classes – see report.*

Dec 24 – Progress Meetings between all teachers and Progress Lead included training on Taith as required. Updates regarding progress towards PIAP included in monthly Newsletters (shared on website). RB presented to the Scrutiny Committee at WCBC, positive feedback returned.

Jan 25 – RB attended training with WG “Enabling Learning” High Quality Teaching document updated to include information on the Enabling Adult/Environment/Experiences. *Impact – new teaching and learning document will focus on different aspects to support each of these areas for*

*a clear and consistent approach across the school.* All staff attended Enabling Adult training (GwE) at Ysgol Gwenfro 16.01.25 with speaker invited to attend Learning Walk March 11<sup>th</sup> 2025 to observe in Infant Classes and provide further training. *Impact – increased staff confidence on how best to support children by offering effective questioning and recognising further opportunities to promote learning.*

Feb 2025 – Further documents discussed and shared to ensure our teaching and learning policy is robust – see above. ER & CP continue to meet with teachers termly to discuss progress for all children – effort v attainment quadrants available. Further to discussion with GwE these will now also include discussions with older children. *Impact - Staff confidence increased following the recent Role of the Adult training.* Further sessions needed for some TAs who continue to overly control sessions.

March 2025 – Sessions booked with Jo Davies (GwE) to deepen understanding on the role of the adult and effective learning environment following Learning Walk – see GwE report. Collaborative Learning document created with staff. SPP on PM for teachers reflection meeting with All Saints’ and new approach to document using Bromcom planned from Sept 2025. Learning Walk feedback shared (whole staff and individual) with plans in place to address areas for development identified. *Impact – SLT recognised the need to further continue the excellent practice identified within Nursery by extending this into the Reception class. Teachers have clearer understanding about the importance of collaboration and a consistent approach to address this is documented within the Teaching and Learning Policy. Staff acted swiftly to address any areas identified within the Learning Walk; staff collaboration and support is evident and positively impacting on the progress of all learners.*

April 2025 – Staff observations and support clearly in place following feedback from Learning Walk. Lead Creative Project started in Year 3/4 class with focus on developing writing, practitioners will work in school with the teacher and children. All staff undertook Playful Playtime training to further extend the role of the adult across the school.

May 2025 – Jo Davies (GwE) attended staff meeting to further explore the role of the adult, bespoke training also given to all infant classes on 1<sup>st</sup> May. Positive feedback from Jo shared. Future plans (for September) to create an Early Years Suite building on the excellent practice identified in Nursery and staff movement from Reception into Years 1/2 to ensure progression within learning and areas of Continuous Provision.

June 2025 – Further training booked for September INSET – Dave Harris and Nina Jackson presenting on ‘Challenge’ Arranged by Park CP – morning with Cluster schools at Darland; afternoon workshops with Park CP staff only.

## Section 5: Appendices

### Termly Milestones

Autumn 1: To be completed by Oct Half Term 2024		
	Aims & Objectives	Review
Challenge & Expectation	<ul style="list-style-type: none"><li>• High Quality Teaching expectations to be shared with all staff.</li><li>• Performance Management Meetings to take place for all teachers</li><li>• New planning documents to be shared and dicussed</li></ul>	
Reading	<ul style="list-style-type: none"><li>• Current stages to be shared for all children</li><li>• Reading targets to be set for all children</li><li>• New procedures to ensure higher order reading skills are developed to be introduced in Years 5/6</li><li>• Whole class reading comprehension sessions (daily) to be introduced in Years 3 &amp; 4</li><li>• Fluency tests in Years 5&amp;6 to be completed</li></ul>	
Writing	<ul style="list-style-type: none"><li>• Genres for year to be shared with all staff</li><li>• Expectations for presentation to be shared</li><li>• Checklists for instructional writing and explanations to be shared</li><li>• Skills ladders for punctuation and grammar to be discusced in SLT</li></ul>	
Numeracy	<ul style="list-style-type: none"><li>• Mathematical concepts for the year to be shared</li><li>• Reminder of end of unit real-life skills</li><li>• Number Fluency Training to be completed by teachers</li></ul>	
Welsh	<ul style="list-style-type: none"><li>• New Welsh Leads to be appointed</li><li>• Audit of staff Welsh language skills, resources and class use of language to be undertaken</li></ul>	
Progression	<ul style="list-style-type: none"><li>• Teachers to use data tracking system to gauge information on current levels of attainment (whole class) in all areas of learning</li><li>• Reminders to all staff on Marking and Feedback policy</li></ul>	

**Autumn 2: To be completed by end of Autumn Term 2024**

	Aims & Objectives	Review
Challenge & Expectation	<ul style="list-style-type: none"> <li>• Observations of all teachers to take place as part of Performance Management Review</li> <li>• Professional Development Review Partners to be assigned</li> <li>• <del>Performance Management of TAs meeting to take place with targets reviewed and renewed</del></li> <li>• Initial work on effective displays and working walls to begin</li> <li>• Cluster meeting to share good practice</li> </ul>	TAs – moved to Spring Term Working Walls – staff training 6 <sup>th</sup> Jan 2025
Reading	<ul style="list-style-type: none"> <li>• Reading tracking to be completed and analysis</li> <li>• Adjustments to targets made as necessary/appropriate</li> <li>• Review of higher order reading skills and adjust as appropriate in Years 5/6</li> <li>• Review of reading comprehension sessions in Years 3 &amp; 4</li> <li>• Fluency testing in Years 5 &amp; 6 to be reviewed</li> </ul>	
Writing	<ul style="list-style-type: none"> <li>• Writing journals to be introduced</li> <li>• Scribble IT and Draw Club to be introduced into Early Years, RPs and Year 1</li> <li>• Moderation of Instructions and Explanations and a fictional piece</li> <li>• Language book observations</li> <li>• Skills ladders for punctuation and grammar to be shared with all staff</li> </ul>	
Numeracy	<ul style="list-style-type: none"> <li>• Number Fluency programme to start in all classes</li> <li>• Targets for Number Fluency to be set</li> <li>• Moderation of Length and Measure</li> </ul>	
Welsh	<ul style="list-style-type: none"> <li>• Welsh language training sessions on language continuum</li> <li>• Classes to start the pilot</li> </ul>	
Progression	<ul style="list-style-type: none"> <li>• Reminders on previous training around effective feedback and marking</li> <li>• Progress meetings with all teachers (week beginning 18<sup>th</sup> November)</li> <li>• Quadrants of Effort v Progress to be completed</li> </ul>	

**Spring 1: To be completed by February Half Term 2025**

	Aims & Objectives	Review
Challenge & Expectation	<ul style="list-style-type: none"> <li>Performance Management of TAs meeting to take place with targets reviewed and renewed</li> <li>Working walls to be visible across all classes for writing</li> <li>High quality teaching experiences to be shared regularly in staff meetings</li> <li>PDRP meetings to take place with discussions around high quality teaching</li> <li>Peer coaching observations to take place</li> </ul>	
Reading	<ul style="list-style-type: none"> <li>Review of Reading</li> <li>SLT to listen to readers</li> <li>Read, Write, Inc. Development Day with N Gilham Reading Development Lead</li> </ul>	
Writing	<ul style="list-style-type: none"> <li>Review of skills ladders</li> <li>Checklists for arguments and persuasive writing to be shared with all staff</li> <li>Review the writing journals</li> </ul>	
Numeracy	<ul style="list-style-type: none"> <li>Individual Number Fluency programme to begin for individuals with expected targets shared</li> <li>Monitoring of end of unit real life applications</li> <li>Maths books observed</li> </ul>	
Welsh	<ul style="list-style-type: none"> <li>Pilot activities to be established</li> </ul>	
Progression	<ul style="list-style-type: none"> <li>National Tests for Reading to be completed</li> <li>Consistent tracking of progression using school system by all staff</li> </ul>	

Spring 2: To be completed by Easter 2025

	Aims & Objectives	Review
Challenge & Expectation	<ul style="list-style-type: none"> <li>• Learning Walk across school focussing on high quality teaching</li> <li>• Working Walls for numeracy to be visible in all classes</li> <li>• PDRP meetings to take place with discussions around high quality teaching</li> </ul>	
Reading	<ul style="list-style-type: none"> <li>• Reading tracking to be completed and analysis</li> <li>• Adjustments to targets made as necessary/appropriate</li> <li>• Review of higher order reading skills and adjust as appropriate</li> <li>•</li> </ul>	
Writing	<ul style="list-style-type: none"> <li>• Scribble It and Drawing Club to be reviewed</li> <li>• Moderation of arguments and persuasive writing</li> <li>• Moderation of a piece of fictional writing</li> <li>• Review of reading comprehension sessions in Years 3 &amp; 4</li> <li>• Fluency testing in Years 5 &amp; 6 to be reviewed</li> </ul>	
Numeracy	<ul style="list-style-type: none"> <li>• Number Fluency programme to be tracked and data analysed</li> <li>• Moderation of data handling, area &amp; perimeter</li> <li>• Book observations: Maths</li> </ul>	
Welsh	<ul style="list-style-type: none"> <li>• Review of pilot and Welsh used across the school</li> <li>• Progress against Cymraeg Campus Silver Award</li> </ul>	
Progression	<ul style="list-style-type: none"> <li>• Sharing progress with parents events</li> <li>• National Tests for Procedural to be completed and analysed</li> <li>• Progress meetings with all teachers</li> <li>• Quadrants of Effort v Progress to be completed</li> </ul>	



Summer 1: To be completed by Whit Half Term 2025

	Aims & Objectives	Review
Challenge & Expectation	<ul style="list-style-type: none"> <li>• Observations of all teachers to take place as part of Learning Walk – June 24<sup>th</sup></li> <li>• Professional Development Review Partners meetings to continue</li> <li>• Performance Management of TAs meeting to take place with targets reviewed and renewed</li> <li>• Initial work on effective displays and working walls to begin</li> <li>• Cluster meeting to share good practice</li> </ul>	
Reading	<ul style="list-style-type: none"> <li>• Continuation of procedures in place</li> <li>• SLT listening to readers</li> </ul>	
Writing	<ul style="list-style-type: none"> <li>• Further review of skills ladders</li> <li>• Review of Writing Journals</li> </ul>	
Numeracy	<ul style="list-style-type: none"> <li>• Review of individual Number Fluency programme for individuals with expected targets evaluated and adjusted</li> <li>• Continued monitoring of end of unit real life applications</li> </ul>	
Welsh	<ul style="list-style-type: none"> <li>• Continue with pilot</li> </ul>	
Progression	<ul style="list-style-type: none"> <li>• National Tests for Reasoning to be completed</li> </ul>	

Summer 2: To be completed by end of July 2025

	Aims & Objectives	Review
Challenge & Expectation	<ul style="list-style-type: none"> <li>• Observations of all teachers to take place as part of Learning Walk – June 24<sup>th</sup></li> <li>• Professional Development Review Partners to be evaluated</li> <li>• Effective displays and working walls to be visible across school and practice embedded</li> <li>• Cluster meeting to share good practice</li> </ul>	
Reading	<ul style="list-style-type: none"> <li>• Reading tracking to be completed and analysis</li> <li>• Adjustments to targets made as necessary/appropriate</li> <li>• Review of higher order reading skills and adjust as appropriate</li> </ul>	
Writing	<ul style="list-style-type: none"> <li>• Evaluation of writing</li> <li>• Impact of Cluster Literacy Project to be shared</li> <li>• <del>Moderation of recounts</del></li> </ul>	
Numeracy	<ul style="list-style-type: none"> <li>• Number Fluency programme to be tracked and data analysed</li> <li>• Moderation of <del>money</del> and time with cluster</li> </ul>	
Welsh	<ul style="list-style-type: none"> <li>• Review of year 1 in the pilot with LA</li> </ul>	
Progression	<ul style="list-style-type: none"> <li>• Annual end of year reports focussing on progression</li> <li>• Book scrutiny</li> <li>• National test analysis</li> </ul>	



