



School Improvement Plan Summary – 2025 – 2026

Priority		Success Criteria
1	To develop accuracy and fluency in mental mathematics across the school.	- Pupils can quickly and accurately recall number facts, including times tables, number bonds, and mental strategies. - Pupils make fewer calculation errors, use appropriate methods consistently, and check their work independently. - Pupils approach maths with increased confidence, are more willing to try challenging problems, and display a positive attitude toward the subject. - All classes engage in daily fluency activities embedded into the timetables. - All classes have a number of the week working wall and this is used daily with pupils. - Teachers and pupils confidently use concrete, pictorial, and abstract methods to support understanding and accuracy. - Teachers ask probing questions, give precise feedback, and consistently address misconceptions. - Teachers use assessment data to inform planning, target interventions, and personalise fluency support - Teachers feel more confident teaching fluency and using research-based strategies (e.g., retrieval, scaffolding). - A shared approach to fluency and accuracy is evident throughout the school—"non-negotiables" are embedded in daily practice.
2	To develop and embed pupils' comprehension and deeper understanding of texts	- Develop a whole school reading statement reflecting ambition for deeper comprehension. - All stakeholders understand and articulate the school's vision for reading. - Vision visible in school documentation and displays - Clear progression of comprehension skills from EYFS to Year 6. - Planning reflects challenge, vocabulary development, and deeper text engagement. - Reading extracts provided where possible in other subjects across the curriculum. - Morning carousel to have a literacy focus. - Staff demonstrate increased confidence and consistency in planning, delivering and assessing reading skills using the milestones. - Monitoring shows that the teaching of reading across the school is consistently good. - Consistent application of reading teaching strategies across the school. - Evidence of agreed teaching systems through monitoring e.g, first news and Literacy Shed VIPERS comprehension sessions being delivered according to agreed timetable. - Increased parent confidence in supporting reading. - Positive feedback from parental engagement sessions. - Continued high standards of reading attainment through structured monitoring of different groups within the school e.g., year group, gender, RADY, etc - Pupils show a deeper understanding of texts through listening to learners.

		• Staff adapt planning based on assessment, monitoring feedback and data.
3	To establish collaboration with other church in Wales schools to enhance self-evaluation and system leadership	• A consistent, whole-school approach to evidence collection for RVE is established and understood by all staff with agreed evidence-gathering methods (e.g., learning walks, pupil voice, work scrutiny, observations) that are routinely and effectively used across all classes. • Staff and pupils regularly contribute to a shared floor book portfolio of RVE evidence, showcasing progression across year groups • Pupil voice is consistently gathered and used to inform RVE provision and improvements. • Senior leaders and teachers can confidently articulate pupil progress and the quality of RVE provision, supported by robust, triangulated evidence. • Reflective spaces are fully established and planned for by staff and pupils, accessible, and routinely used by both staff and pupils to support meaningful reflection and deeper thinking in RVE lessons. • All staff follow an agreed whole-school RVE planning framework that ensures consistency and progression across year groups. • Lesson delivery reflects a shared understanding of high-quality RVE teaching and learning and there is clear evidence of progression in skills, knowledge, and understanding throughout the school. • Regular professional dialogue and moderation sessions take place to review planning, share best practices, and ensure a coherent learning journey for all pupils. • A whole-school tracking system for RVE skills is developed, implemented, and used consistently by all staff. • The tracking system clearly identifies the progression of RVE-specific skills from year to year. • Teachers can easily monitor individual and cohort progress, identifying gaps and next steps in learning. • Leaders can analyse tracking data to inform provision, ensure progression, and support targeted improvement work. • Clear assessment criteria for RVE are developed and shared across the school. • Assessment processes are consistent, meaningful, and inform future teaching and learning. • Teachers regularly assess pupil progress in RVE using a variety of methods (e.g., pupil voice, work scrutiny, discussions, reflective journals). • Pupil progress in RVE is accurately recorded and can be clearly evidenced through assessment records, pupil work, and conversations. • Leaders and teachers can confidently talk about individual and whole-school RVE progress, supported by reliable evidence.