

***Gnoll Primary School***  
***Ysgol Gynradd y Gnoll***



*“Together we Nurture, Inspire and Achieve”*  
*Gyda'n Gilydd rydym yn Meithrin, Ysbradoli a Chyflawni*

**School Improvement Plan**  
**2025-26**

## School Context

**Headteacher:** Mr Richard Owen

**Deputy Headteacher:** Mrs Emma Parfitt

**Chair of Governors:** Cllr. Alan Lockyer

**Number on roll:** 355

Gnoll Primary School is located in a traditional industrial Welsh town in the picturesque Neath Valley. The town is located on the river Neath, 7 miles (11 km) northeast of Swansea. The school is easily accessible from the M4 motorway.

The language of the community is predominantly English.

Everyone associated with the school strives to meet the needs of the children in its care. We work hard to create a culture where children value themselves, their school, and their community. Children need to see that education is the vehicle, which provides individuals with greater choice in future years, as they become discerning adults.

Gnoll Primary School is a caring school with a dedicated, hardworking team committed to raising standards and was inspected in November 2023 ([Inspection report Gnoll Primary School 2023 \(gov.wales\)](#)).

The school is currently organised into 13 classes of single and mixed age groups. There are at present 15 teachers, and 22 Teaching Assistants. The school includes a Learning Support Centre with 18 spaces for pupils with ASD as their prime need.

The school has 26% of pupils on the ALN (Additional Learning Needs) register, which is higher than the LA (13%) and Wales (20%).

Currently 37% of pupils are entitled to free school meals (eFSM).

Many pupils live in areas of high deprivation with 74.8% of our pupils living in the most deprived 20% of the area (WIMD September '23).

66% of pupils are identified as 'red' (14%) or 'amber' (49%) based on the VAP (Sept 24), which is an increase of 3%. Notably, 53% of 'red' pupils are transient, with 87% of those transient pupils being identified as having ALN.

12% of our pupils are identified as Non White British.

There are 33 pupils (10%) that are open to support from Children's Services (inc TAF), with 5 placed on the Child Protection Register.

## **Our School Vision:**

# ***“Together we Nurture, Inspire and Achieve”*** ***Gyda'n Gilydd rydym yn Meithrin, Ysbradoli a Chyflawni***

Our vision, at Gnoll Primary School, is for everyone to thrive as part of a happy, ambitious, inclusive community where we are all encouraged and nurtured to achieve our very best.

**C**ommitment towards building a community where we will be empowered to change our own lives and the lives of those around us.

**O**pportunities to develop a sense of value; gain experiences, skills and knowledge; as well as fostering confidence, resilience and empathy are created.

**M**utual respect, trust and support is paramount. We celebrate diversity, encourage inclusion for all and develop collaborative skills to enable effective contributions to our local community and the wider world.

**M**aking memories in an environment which enables us to become confident, curious and inquisitive learners.

**U**nderstanding new concepts that will capture our interests and stimulate our imaginations; developing ownership and decision making, equipping us with the knowledge, skills and dispositions for future challenges as lifelong learners.

**N**urture and wellbeing is at the heart of our school. We are committed to creating a safe, happy and caring learning environment where we support each other to thrive and succeed.

**I**nvolvement of parents, carers, staff, governors and the wider school community to become actively involved in our lives and learning, encouraging us to be ambitious and aim for future successes which will, in turn, help to shape and strengthen our community.

**T**hrough excellent teaching, we will deliver an inspiring curriculum tailored to provide opportunities to develop skills and explore concepts which are empowered to become motivated learners who will discover and build on our interests whilst fostering a sense of pride in our Welsh heritage.

**Y**oung people have opportunities to engage with contemporary issues and link with their community and the wider world, becoming aware of our rights and the rights of others.

### Strategic Overview October 2025

Workforce Planning: number of FTE <b>TEACHERS</b>	15 (inc HT)				
Workforce Planning: number of FTE <b>SUPPORT STAFF</b>	LSC	N-Y2	Y3-6	1:1	Wellbeing
	4	10	3	4	2

2025-26	Nursery	Reception	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5	Yr. 6	Total
Number of Pupils	28	36	38	47	40	40	51	37	317
Eligible for Free School Meals	0	11	14	17	13	19	20	12	37%
Children's Services	5	5	4	2	1	2	1	4	7%
Looked After Children	0	0	0	0	0	0	0	1	0.6%
English as an Additional Language	7	9	2	2	6	5	2	7	11%
School Maintained IDP (Individual Development Plan)	4	2	1	1	2	6	1	1	18 (+9)
LA (Local Authority) Maintained IDP	4	5	2	0	1	0	0	3	18 (+9)
School Concern Level	7	12	7	5	5	6	12	5	56 (+5)
Statement (Old Format)	0	0	0	0	2	1	0	0	3 (-11)

# Gnoll Primary School – Monitoring & Evaluation 2025/26

	Autumn Term		Spring Term		Summer Term	
Aspects	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Performance Evaluation</b>	Review data analysis of previous year which has informed SER/SIP	Teacher and HT/TA performance management linked to SIP priorities Support staff CPD survey.	Teacher /TA and HT mid-year performance management		Report on progress to date of PM targets and milestones	Support staff professional learning reviews and identify targets ready for September  SIP/ SE shared with all stakeholders
<b>Teaching and Learning</b>	Learning walks SLT  Lesson observations (focus on engagement, pedagogy & outcomes aligned to performance management)		Learning Review R, 2,4,6 pupil focus on attitudes to learning (SLT and external review)	Lesson observations (whole school)  (focus based on previous term's recommendations)	Learning Walks (focus on skills)  Learning Review N, 1,3,5 pupil focus on attitudes to learning (SLT and external review)	Lesson observations  (focus based on previous term's recommendations)
<b>Work Scrutiny</b>	Evaluation of planning documents with specific examples shared as best practice	Book scrutiny, listening to learner reviews linked to SIP. (focus on feedback, pupils' responses, and progress)	Learning areas and wall trawl	Book scrutiny R, 2,4,6 pupil focus	Scrutiny of Skills work (Literacy, Numeracy & DCF)	Book scrutiny N, 1,3,5 pupil focus
<b>Learning Environment</b>	Health and safety learning walk identifying risks and issues  Safeguarding learning walk  Indoor/Outdoor class environment walks		Outdoor learning walks Outdoor learning Evidenced by the FP class books and other evidence.	ICT/DCF and learning areas audit.	Indoor learning/ environment walk	Environment check in and planning in readiness for September
<b>Assessment and data</b>	Baseline Assessments carried out.  Pupil Progress Meetings – in Phases  Maths & English Internal Moderation  Analysis of attendance data by EWO team		Ensure baseline assessment & information data is validated (cross reference with evidence)  Mathematics Focus Moderation  English Focus Moderation	Internal standardisation and moderation across all year groups  Analysis of attendance data  Pupil Progress Meetings – in Phases	Validate teacher assessment for all year groups.	Hand over and agreement of teacher assessment- Transition Days  Analysis of standards and targets for next year  Analysis of attendance data  Parent Reports go out
<b>Additional Learning Needs</b>	Additional testing Provision mapping Interventions going forward. OPP/IDP Review Parent meetings Staff Training		Monitor and evaluate impact of interventions check of intervention group trackers with support staff	PCP/IDP Reviews	Monitor and evaluate impact of interventions.	PCP /IDP Reviews  One Page Profiles created ready for September during transition days
<b>Wellbeing</b>	Wellbeing survey (Focus on interaction, attitudes to learning and behaviour)  Pupil voice groups established, and targets identified		Listening to learners N,1,3,5 (focus on attitudes to healthy living & physical activity)	Monitor and evaluate activity and impact of pupil voice groups	Monitor and evaluate safeguarding procedures and documentation  Listening to learners R,2,4,6 (focus on attitudes to healthy living & physical activity)	Evaluate attitudes to healthy living and physical activity to plan for September.
<b>Stakeholders</b>	Meet the Teacher & Interim Report Cards IDP/PCP reviews Parental Surveys  Monitor parental engagement – FEO		Pupil questionnaires  Open Coffee morning day Parents  Class Assemblies	Parent Evenings  Class Assemblies	Staff and governor questionnaires  Class Assemblies	Parent Reports and Drop ins  Class Assemblies
	Governor visits: ALN, Safeguarding, Learning Environment/Premises & School Development		Governor visits: Teaching & Learning	Governor visits: Book looks	Governor visits: Learning Environment/Premises & School Development	Governor visits: Assessment/Progress

# Target 1

To support pupils to develop their communication skills from their individual starting points

## Reasoning from SER:

*65% of the pupils on the ALN register have communication as their prime need (2024)*

*Many pupils entering our Nursery do so with communication skills which are lower than expected for their age*

*77 pupils are currently in need of support for communication difficulties (via SALT, Wellcomm) (2024)*

*pupils in R-Y2 have communication skills in line with their chronological age*

*8% of pupils are EAL*

**Rights of the Child:**

**Article 28- Access to Education**

## Intended Impact:

Many pupils will have S&L skills in line with their chronological age.

Many teachers will understand and implement the development of effective communication within their classroom environments and outdoor learning.

Many teachers will plan for purposeful opportunities for pupils to communicate their wants and needs and express themselves.

A whole school approach to screening and implementing intervention programmes to support development of Communication skills will be implemented.

Pre-school transition support will be further developed to include increased parental support.

Target	Date of completion	Outcome/ Evidence	Lead Responsibility	Other persons involved	Predicted impact	Budget	Resulting Impact
<p>Pupils will be provided with rich opportunities to develop their communication skills through 'Learning in the Leaves' outdoor learning initiative.</p> <p>Pupils will begin to transfer these skills inside the classroom and within provision areas.</p>	Jan 2026	Planning and lesson evidence	SM	SLT	Pupils given a greater opportunity to converse and develop their communication skills in a rich learning environment		

Pupils in R-Y2 will have their communication skills regularly monitored and twice yearly assessed.	Dec 2025  July 2026	Pupil assessment data  Interim Report Cards  Full Reports	RO & EP	SLT & ALNCOs	The school will have a clear understanding of each pupils' level of communication	£1000 Subscription	
Implement effective interventions based upon assessment data for ALN pupil	Jan 2026	Pupils highlighted and partake in structured interventions to improve communication Termly 4 plus 1 paperwork for ALN with school and local authority maintained IDPs	EP & ALNCOs	Trained Tas	Pupils will receive dedicated intervention time and make progress against their individual targets.	£1000 Intervention Resourcing	
To model effective communication in our universal provision	July 2026	Progressive vocabulary used in specific construction area of provision.	SLT	Teachers and TAs	Pupils will make progress in line with their stage development.	£3000 construction resources	
To Model effective communication with families	July 2026	Termly parent learning activity	SLT	Class Teachers & FEO	The parents will engage in a learning activity with their child's class, promoting effective communication		

## Target 2

To improve opportunities for pupils to write at length

### Reasoning from SER:

*Across the school, many pupils develop their writing skills appropriately. A few younger pupils form letters and numbers legibly. Older pupils develop and improve their writing by varying sentence structures and adding synonyms for effect. Overall, pupils make suitable progress in spelling and in using punctuation accurately. However, pupils do not write at length often enough and do not edit or redraft their writing to improve its quality. (Estyn November 2023)*

### Rights of the Child:

**Article 28- Access to Education**

### Intended Impact:

- Most pupils will be writing at length appropriate for their age/peer group
- Nearly all pupils will demonstrate an improvement in writing stamina
- Writing will be embedded within the termly concept

Target	Date of completion	Outcome/ Evidence	Lead Responsibility	Other persons involved	Predicted impact	Budget	Resulting Impact
Assess options for a writing framework/scheme that will be engaging for our pupils	Nov 2025	An appropriate scheme/framework selected	EP	RO	The school will have a consistent approach to writing to engage and enthuse pupils	£6000	
The framework/scheme will be consistent across the school	July 2026	Staff CPD Triad evidence Learning Walks	EP & LLC Team	All staff	The school's approach will be consistent and progressive though the school, impacting on pupil engagement and writing stamina	£1000 Supply (Triads)	
Writing genres and text topics will be embedded within the concept.	July 2026	Trial Nov 25 Concept planning and pupil work will demonstrate the links	EP & LLC Team	All teaching staff	LLC writing will be based within the concept, allowing cross curricular links between writing lessons and all other areas of the curriculum		
Most pupils will improve their writing stamina	July 2026	Pupil writing Pupil voice in learning walk/ book scrutiny	EP & LLC Team	All teaching staff	Pupil work will demonstrate an improvement in writing stamina, and improved enthusiasm		

		Learning walk evidence			and resilience in writing		
Most pupils will show increased engagement and enthusiasm with writing	July 2026	Pupil voice in learning walk/ book scrutiny  Learning walk evidence  Pupil writing	EP & LLC Team	All teaching staff	Pupils voice and observations will demonstrate increased engagement and enthusiasm with writing		

## Target 3

To improve the opportunities for pupils to develop their independence when learning

### Reasoning from SER:

*Teachers do not provide sufficient opportunities for pupils to develop independence in their learning. In these heavily structured lessons, most pupils' ability to think creatively and guide their own learning is limited (Estyn, 2023)*

### Rights of the Child:

**Article 28- Access to Education**

### Intended Impact:

- Pupils will have a greater opportunity to develop their independence in their learning
- Most lessons will be less structured where the teacher is the facilitator of learning
- Most lessons will offer the pupils to be either creative and artistic, or develop problem solving and collaboration skills

### Other Linked Impact:

- Pupil attendance will show some improvement, sustaining above the LA average (with disaggregation)

Target	Date of completion	Outcome/ Evidence	Lead Responsibility	Other persons involved	Predicted impact	Budget	Resulting Impact
Trial enrichment mornings/afternoon	Jan 26	Teacher Feedback Pupil Voice	RO/EP	SLT	Pupils will have a say in their own learning  Improved pupil collaboration	£1000	
English language lessons, to be facilitation than direct teaching	April 26	Learning Walk feedback  Trial of new lessons structure	RO/EP	LLC Team	Language lessons to have greater opportunity for pupils to develop independence		
Mathematics lessons, to be facilitation than direct teaching with a focus on application of skills	July 26	Learning Walk feedback  Trial of new lessons structure	RO/EP	M&N Team	Pupils will demonstrate a greater level of problem solving and resilience.  Many pupils will begin to apply the mathematical skills in other contexts		

Trial morning/lesson starters	April 26	Various lesson/morning starters appropriate to the age group  Triad evidence	NB & SM	All teaching staff	Many pupils will independently go to their appropriate station/task upon walking into the classroom		
Create designated provision areas to promote independent learning which develops creativity and leading their own learning.	July 26	Pupils to develops creativity and can lead their own learning.	SLT	All teaching staff	Most pupils will be actively engaged in their learning  Many pupils will show continuous activity with intense moments  A few pupils will show sustained intense activity		

## ***Progress from September 2024***

**Progress towards achieving our objectives:**

**To support pupils to develop their communication skills from their individual starting points**

### Autumn:

INSET Training 04-09-24 for all lower school staff delivered by Sophie Mogford covering the link between outdoors and effective communication in young children, sharing and developing the 'Learning in the Leaves' initiative (all Teachers and TAs).

New Nursery Planning and On Entry Assessments have been implemented including increased parental engagement in this process.

Cluster INSET Training organised for all TAs on 05-09-24 focusing on Communication strategies

Visit to Central Primary School organised for 03-10-24 to look at Wellcomm Primary (whole school)

Cluster Literacy Leads meeting held on 24-09-24 with further full day session on 24-10-24. This will be a priority for our cluster work this year with termly meeting scheduled for literacy leads to develop approaches and a shared understanding of progression on literacy across the cluster.

Foundation Learning Leads Training 03-10-24

PDR focus for LSC & Foundation Learning Staff Teams

15-10-2025 Reorganisation for the Reception learning environment to incorporate a schematic approach to continuous and enhanced provision. A communication has been added to the space to maximise opportunities for total communication approach.

Communication boards have been added to all provision areas.

Autumn 2025 – all pupils who were highlighted as blue or red on Language Link have been assessed using Wellcomm.

### Spring:

Learning in the Leaves- monitored by SM

Parent Group- Mark-Making Extravaganza organised and facilitated by SM where parents worked alongside their children on a range of engaging activities. This was very well attended (approx. 55 families) and feedback was very positive.

Ready, Steady, School Project meeting held on 17-01-25 focusing on effective transition into school supporting parents and further developing effective links with outside agencies to support pupil entering Nursery.

Wellcomm digital has been purchased and due to be implemented this term. Training attended on 14-01-25 focusing on report details and formulating group reports looking at cohorts and vulnerable groups.

2 x Welsh Government Events have been attended. EP attended Pedagogy & Progression; SM & NJ attended Foundation Learning. All were found to be enlightening, positive and worthwhile part of the research and have impacted upon practise, in particular regarding provision within Nursery (*schemas of play*).

Nursery staff have attended further training on play schemas (NJ & ET).

NJ (Nursery) has presented on Nursery Curriculum and practice in Governors on 16-01-25.

Key Stage 2 outdoor area is currently being developed. A fence has been approved by governors and ordered. NB is leading the planning on provision within this area, supported by SM.

### Summer:

Adds 19.05.25 - Communicating with Caregivers – delivered by Abigail Wright and Fran Roberts.

Continuation of Ready Steady Schools Project.

Set up Playgroup – NJ & NJ – Early intervention and Communication with future parents and pupils.

Inset Day 2.06.25 - Total Communication Approach (All teaching and non-teaching staff present) - delivered by Alison Davies and Cath Lambert from Communication and Autism Support Team.

Core Boards / Widgits training to support non-verbal pupils. (2-6-25)

Class Assemblies – DH, SC, SM, LD, EP.

POPAT support group as part of RWI groupings.

Observation training attended by Nursery staff.

24.6.25 - Observation training day for Nursery and Flying Start.

Digital Stories Training attended by SM.

May 25 – EP attended Pie Corbett training in Cardiff.

June-July 25- Whole school wellcomm screening to take place

July 2025- PDR Completed (N-Y2)

### ***Progress towards achieving our objectives:***

#### ***To develop opportunities for Cross-Curricular Writing***

##### Autumn:

##### Cluster Literacy Meetings

Subscription renewals completed (RWI, Oxford Owl, Ruth Miskin)

PDR initiated - Year 3&4 enquiry focused on SDP Target 2 – Extended Writing

EP has attended Film Literacy Webinair Training session 28-09-24

Adds training –Using Film for Extended Writing 7-10-24

Oct 2024 - PTFA donation of dictionaries and thesauruses for Upper School classes

Cluster literacy initial meeting – 25.09.24 - decided on priorities for forthcoming year

Cluster literacy leads working party – 23.10.24 - created bank of resources to support extended writing and cluster agreed 'bridging' steps to writing following RWI.

EP attended initial NPEP launch day – enquiry linked to extended writing – 25-10-24

Pupil progress meetings w/c 4-11-24 – decision to change AD group to 'bridging' group

Monitoring – writing learning walk carried out by EP. DH and ESO's/TDO's from LA – 12-11-24

Adds - Feedback from monitoring – 25.11.24. EP discussed next steps in terms of progression in the teaching and learning of extended writing.

December '24 - EP literacy training on writing process with AB, LD, AD in preparation for Spring term literacy

### Spring:

Test data analysed (EP)

Adds delivered by Debbie Thomas (TDO) on 27-01-25 on the writing process (Part 1- Improving Writing)

Cluster of school sharing practise on various reading tests. EP looking at Salford inc testing focus group to identify most accurate test to support understanding of pupil progress.

RWI data analysed (LE)- this continues to be a very effective approach, and pupils continue to make good progress.

SLT have discussed the programme and decided on the importance of keeping to the program fully following discussions with other schools who are moving away from the full session.

Book look was carried out by SLT on 05-02-25 with the writing process evident. (see report)

Cluster Learning Walk is booked in for 18-03-25 to look at how Literacy is taught from 3-16. Based in Gnoll.

EP has attended NPEP training and is subsequently implementing approaches to improving pupils spelling skills in Y3/4.

Cluster poetry project has been initiated in Year 5 & 6 to support transition and shared understanding of pedagogy across the cluster.

### Summer:

Adds sessions delivered by Debbie Thomas booked in for Monday 28<sup>th</sup> April (Improving writing Part 2: Sentence openers and the rule of three) & Monday 16<sup>th</sup> June (Improving writing Part 3: Creating an effective story opening using the strategies from parts 1 and 2).

May 2025 - EP attended Pie Corbett training in Cardiff – Story Writing in KS2.

May 2025 – RWI assessments undertaken.

May 2025 – National Personalised Assessment reading tests undertaken.

June 2025 – Library furniture ordered.

Summer term 2025 – Cluster Literacy Poetry project carried out.

21<sup>st</sup> May – Cluster Literacy Leads meeting.

10<sup>th</sup> June – Curriculum Learning Walk undertaken by EP, NJ and EF.

June 2025 – Sound rocket assessments undertaken in LKS2 to see impact of spelling carousel intervention for PDR.

17<sup>th</sup> June – Literacy Learning Walk undertaken by EP and DH to identify improvements and area of developments for next academic year.

June 2025 – School agreed literacy assessments undertaken – NFER, Schonell, BURT. Also trialling Salford reading test with a sample group of pupils to see if assessment provides more accuracy with regards to pupil progression.

July 2025 – NPEP project based on multi sensory phonics spelling completed.

July 2025- PDR enquiry completed (Y3&4)

### **Further Priorities in this area:**

