



Purpose – Why are we doing it? (Targets)

Pedagogy – What do we need to do to improve? (Actions)

Progression – How do we know we are succeeding? (SC)
 "How well are pupils..."; "How well practitioners..."

To further develop opportunities for pupils to experience and apply their numeracy skills.

Rationale:

"Most pupils across the school develop strong... development of pupils' comprehensive grasp of number work in mathematics. However, from Year 3 to Year 6, teachers do not provide pupils with sufficient opportunities for them to develop the full range of mathematical concepts consistently. In addition, there are few opportunities for pupils to apply their numeracy skills in other areas of the curriculum."

Estyn 2023

To develop pupils' independence, with a particular focus on more able.

Rationale:

"Overall, most pupils display an excellent level of engagement in their work and respond positively to feedback from their teachers. However, the independent skills of pupils from Year 3 to Year 6 are underdeveloped, the teaching is over-directed, and the level of challenge is too low."

Estyn 2023

1.0 Enabling Adults

- **1.1 Reflecting on practice**
 - 1.1.1 Teachers to consistently plan for and evidence the purposeful application of numeracy across the curriculum, with a focus on developing pupils' independence, reasoning, and problem-solving skills in authentic contexts. All adults to encourage independence within their daily practice.
 - 1.1.2 All adults to consistently use purposeful questioning and feedback strategies that foster independence, curiosity, and higher-order thinking, enabling pupils to make connections and engage in speculative and creative problem-solving across the curriculum.
 - 1.1.3 Teachers to embed the writing journey (COW Project) with a sharper focus on progression into upper KS2, ensuring older pupils develop greater independence, and sophistication in writing across a range of genres and purposes.
 - 1.1.4 Develop purposeful team-teaching and triad approaches to strengthen reflective practice, share expertise, and improve consistency in high-quality teaching and learning.
 - 1.1.5 Teachers to embed effective differentiation strategies, both horizontally (meeting the needs of all learners within a year group) and vertically (ensuring clear progression across phases), with collaborative planning ensuring continuity and challenge for every pupil.
 - 1.1.6 W2L - Teachers to develop awareness of sentence patterns and build upon knowledge gained from previous class. This is to be evidenced within planning.
 - 1.1.7 W2L - Drilio sessions to be timetabled and evident on short term planning.
- **1.2 CPD**
 - 1.2.1 Strengthen the focus of ADDs on collaborative planning and evaluation of numeracy, ensuring consistent implementation of skills and experiences across the curriculum.
 - 1.2.2 Maximise the impact of ADDs by focusing discussions on the consistent planning and implementation of literacy skills and experiences across the curriculum, ensuring clear progression and high expectations in reading, writing, and oracy.
 - 1.2.3 Embed a consistent whole-school approach to literacy—encompassing writing, oracy, reading, and phonics—through collective enquiry and the implementation of the Catwg Oracy & Writing and Catwg Reading & Phonics projects.
 - 1.2.4 All adults to develop a deeper understanding of pupils' integral skills (creativity, critical thinking, problem-solving, collaboration, independence, resilience) and their impact on independent learning.
 - 1.2.5 Develop structured opportunities for staff to discuss, reflect and evaluate how independence is encouraged across the school, both horizontally (within year groups) and vertically (progression from Nursery to Year 6), ensuring consistency and progression in practice.
 - 1.2.6 Teaching Assistants to engage in tailored in-house CPD to strengthen subject knowledge and pedagogical skills, ensuring high-quality delivery of interventions (e.g. Jolly Phonics, Rapid Maths) and consistent support for pupil progress.
 - 1.2.7 W2L - ADDs time devoted to discussions regarding sentence patterns to be delivered in each year group.
 - 1.2.8 W2L - ADDs time devoted to discussions regarding planning for and implementing drilio to ensure a variety of drilio sessions.
 - 1.2.9 W2L - Teachers to receive training to support delivery of drilio sessions. (Select staff only)
 - 1.2.10 W2L - Staff who wish to improve their Welsh language skills to be signposted to the Learn Welsh Cymru app.

2.0 Effective Environments

- **2.1 Outdoor Learning**
 - 2.1.1 Create purposeful outdoor learning environments that promote the development and application of numeracy skills, enabling pupils to practise and apply their knowledge independently through engaging resources and real-life contexts.
 - 2.1.2 Ensure that appropriate resources are consistently accessible to pupils and staff, with clear understanding of their purpose and effective use to support learning, independence, and progression across the curriculum.
 - 2.1.3 W2L - Outdoor games which promote the language patterns and everyday Welsh, will be provided so that the Criw Cymraeg can lead sessions.
- **2.2 Indoor Learning**
 - 2.2.1 Develop the use of areas in older pupils' classrooms (e.g., STEM, Literacy, Creative, Quiet) to promote independence, engagement, and purposeful learning, ensuring pupils understand how to access and use each space effectively.
 - 2.2.2 Teachers to engage in purposeful professional visits to local schools and 'Meithrin' events to inform and enhance the quality of learning environments and practice.
 - 2.2.3 Ensure high-quality, progressive reading provision that enables all pupils to practise, apply and deepen their reading skills across the school.
 - 2.2.4 Develop purposeful indoor learning environments that promote the independent application and deepening of numeracy skills.
 - 2.2.5 W2L - Welsh language patterns to be displayed and referred to daily through Helpwr Heddiw and Drilio sessions.
 - 2.2.6 W2L - Create a Welsh oracy trolley for each class to allow for the development of Welsh language skills e.g. games, QR codes (for listening to stories), puppets etc.
- **2.3 Pupil voice**
 - 2.3.1 Enable pupils to take increasing ownership of their learning by generating, linking, and applying cross-curricular skills across indoor and outdoor contexts.
 - 2.3.2 Empower pupils to influence and shape their learning environments and resource choices in ways that purposefully develop their independence and ownership of learning.

Target 1

All practitioners develop and refine opportunities for pupils to use their literacy skills to embed a clear process for writing.

Most pupils understand how to use numeracy skills in everyday life and how they add meaning to their learning, for example, via financial literacy and enterprise events.

All practitioners develop and refine opportunities for pupils to use their numeracy skills in a range of scenarios, including enterprise events.

Most pupils develop a depth of understanding through their ability to apply skills independently. Similarly, they address misconceptions and can explain 'why?'

All practitioners develop opportunities for pupils to develop and apply their numeracy skills independently.

Target 2

Most pupils are able to independently transfer skills across tasks, drawing on subject knowledge to apply skills cross-curricular.

All practitioners plan opportunities to enable cross-curricular learning and develop deeper understanding.

Most pupils will make decisions about their learning, developing a sense of responsibility and initiative.

All practitioners will provide learning environments which enable pupil responsibility and initiative.

Most pupils explore ideas freely.

All practitioners will facilitate activities which build confidence and resilience.

Most pupils will develop problem solving skills, adapting to challenges, making decisions and being resourceful.

All practitioners will develop environments to foster pupils' integral skills i.e. problem-solving, resourcefulness etc.

Most pupils will demonstrate innovation – developing their creativity and leadership qualities.

All practitioners will support innovation – creating environments to inspire creativity and leadership qualities.



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- 2.3.3 Support pupils to use learning logs purposefully to reflect on their progress, identify next steps, and take increasing ownership of their learning.
- 2.3.4 W2L - Criw Cymraeg to support staff in deciding what should be on the class trollies and visit other classes to demonstrate how the activities can be used.

3.0 Engaging Experiences

- 3.1 *Pupil voice*
 - 3.1.1 Enable pupils to contribute to decisions about how and when to apply Concrete–Pictorial–Abstract (CPA) approaches, deepening their understanding and independence in mathematical learning.
 - 3.1.2 Enable pupils to meaningfully contribute ideas for learning experiences within concept-based projects, strengthening relevance, engagement, and ownership of learning.
 - 3.1.3 Empower pupils to share feedback on reading experiences to inform the selection and delivery of reading content, strengthening engagement, motivation, and reading for pleasure.
 - 3.1.4 W2L - Pupils to share feedback on their Welsh language opportunities within classes.
- 3.2 *Curriculum offer*
 - 3.2.1 Ensure pupils experience a broad, balanced, and progressive range of numeracy concepts across the curriculum through purposeful planning and implementation.
 - 3.2.2 Ensure concepts are engaging and relevant by actively incorporating pupils’ ideas at the formative planning stage, promoting ownership, motivation, and deeper learning.
 - 3.2.3 Ensure pupils have purposeful opportunities to apply and develop their literacy skills across a broad range of genres, fostering creativity, independence, and competence.
 - 3.2.4 Plan and deliver purposeful learning experiences that develop, consolidate, and challenge pupils’ reading skills, fostering fluency, comprehension, and a love of reading.
 - 3.2.5 Provide pupils with purposeful, real-life and authentic experiences to apply skills across numeracy, literacy, and wider curriculum areas, enhancing understanding, independence, and preparation for life beyond school.
 - 3.2.6 W2L - Provide opportunities for pupils to apply their Welsh oracy skills across the different concepts.

To further develop a consistent approach to the teaching of literacy. Additionally...
To review and strengthen the school’s current provision for Welsh, with a particular focus on the oracy skills of Gwrando and Siarad (listening and speaking), Drilio sessions and use of everyday Welsh around the school. (Following W2L review)

Rationale:

“Nearly all learners rely on sight-reading and most pupils do not have strategies for working out the meaning of unknown words. Few pupils use punctuation well to inform their use of expression when reading aloud. Most learners do not use inference well when asked to describe characters or talk about their motives. Nearly all pupils only refer to the literal text, with only a few learners drawing on the inferred text when heavily prompted to.”

NPT Reading Monitoring 2023

Monitoring (Assessment) – Refer to Diary Dates document 2025/26

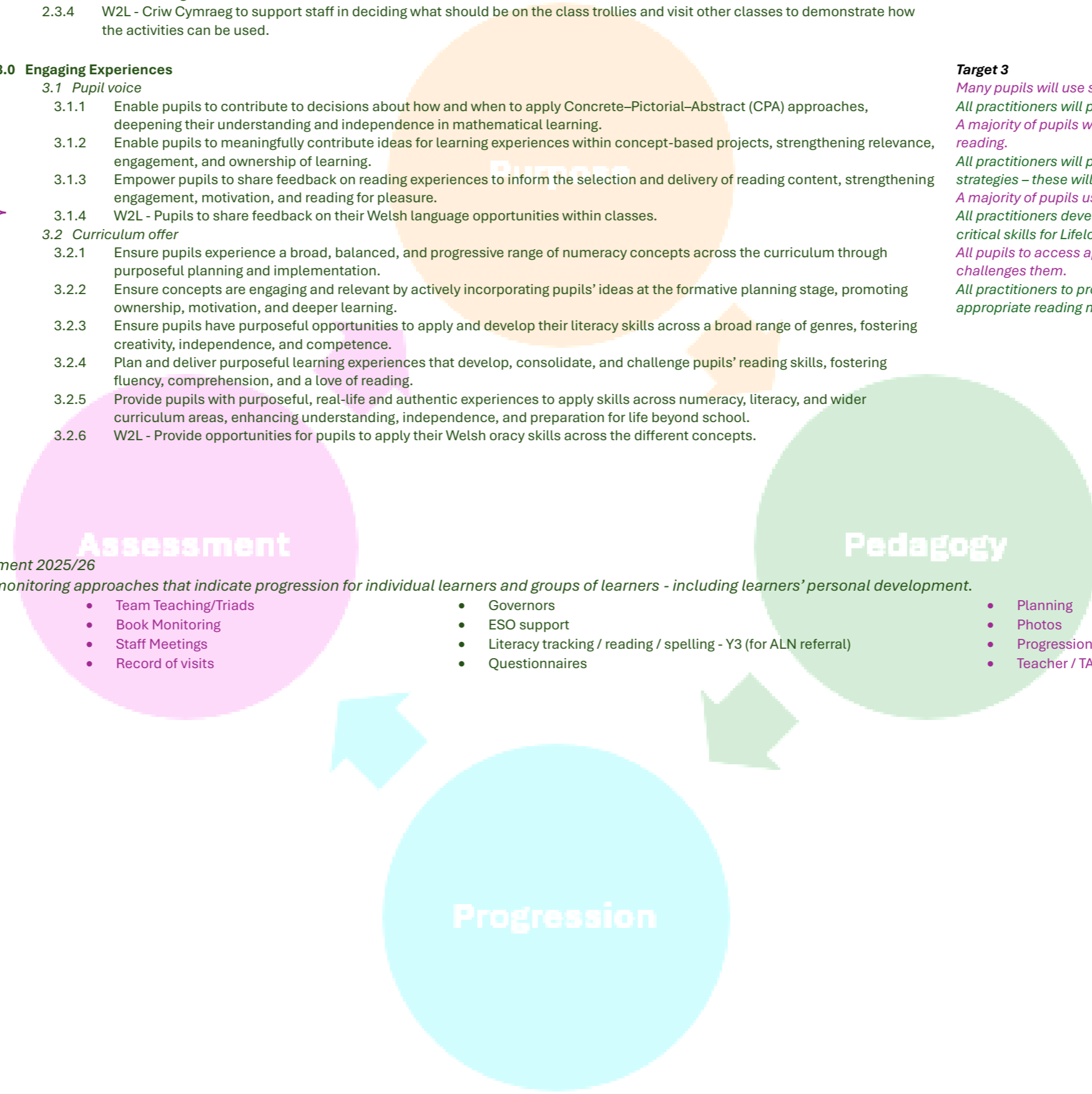
Practitioners to use a broad range of assessment and monitoring approaches that indicate progression for individual learners and groups of learners - including learners’ personal development.

- Learning Walks
- Listening to Learners
- Book Looks
- AoLE Monitoring

- Team Teaching/Triads
- Book Monitoring
- Staff Meetings
- Record of visits

- Governors
- ESO support
- Literacy tracking / reading / spelling - Y3 (for ALN referral)
- Questionnaires

- Planning
- Photos
- Progression Trackers
- Teacher / TA observations



Target 3

Many pupils will use strategies to work out the meaning of unknown words. All practitioners will provide structured, effective literacy sessions. A majority of pupils will use punctuation well to inform their expression when reading. All practitioners will provide pupils with the same foundational skills and strategies – these will develop via cross-curricular links. A majority of pupils use inference to better understand their text. All practitioners develop comprehension skills, vocabulary development and critical skills for Lifelong Learning. All pupils to access appropriate reading material which inspires and challenges them. All practitioners to provide stimulating resources and equip pupils with appropriate reading material in line with level of need.