

# Rhos Primary School Improvement Plan 2025-26 Parent Version

## Target (year 1)

To create a nurturing, inclusive, and empowering learning environment that supports all learners to make meaningful progress across the curriculum.

This target is underpinned by the three enablers from Enabling Learning:

- Enabling adults who observe, listen, and respond to learners with empathy and skill.
- Engaging experiences that are playful, purposeful, and rooted in real-life contexts.
- Effective environments that are inclusive, flexible, and designed to support all learners.

### • Success Criteria – What will success look like?

#### • Authentic Contexts for Mathematics

Learners confidently apply mathematical skills in real-life, meaningful contexts across the curriculum. They demonstrate increased engagement and understanding through inquiry-based and cross-curricular tasks.

#### • Restorative Practice

Positive relationships are evident throughout the school. Learners and staff use restorative language and approaches to resolve conflict and support emotional wellbeing.

#### • Pupil Voice in Planning and Reflection

Learners actively contribute to planning and evaluating their learning. They feel heard, valued, and empowered to shape their educational experiences.

#### • Frobelian Principles and Occupations

Learning environments reflect Froebelian values of play, creativity, and connection with nature. Learners engage in purposeful occupations that support holistic development across the five developmental pathways and AOLEs.

#### • Inclusive Learning Environments

Classrooms are inclusive, flexible, and responsive to diverse learner needs. Learners demonstrate independence, collaboration, and a strong sense of belonging.

### • Why is this a priority?

**Evidence from school self-evaluation highlighted these areas for improvement.**

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Actions	Lead
Take part in a cluster inquiry project focused around supporting learners to use and apply their mathematical thinking and understanding in authentic contexts for learning.	S. Cox
INSET led by Andy Williams on restorative practice – invite governors and parent representatives.	C. Jones
Review behaviour policy with all stakeholders – co-create a relationships and behaviour policy.	C. Jones
Teachers to collaborate in pedagogy sessions to share innovations and reflections on co-constructing learning and reflections on learning with learners.	S. Cox
Teachers to develop co-constructed learning into their planning.	S. Cox
6 early years staff members to take part in 3 elements of Froebel training with Froebel Trust.	C. Jones
Implement Frobelian Principles into younger classes with occupations being developed in older classes with volunteers.	S. Chick
	K. Cooper