Llanharan Primary School Improvement Target Evaluation 2025/26

Priority 1: Improve Reading Proficiency Through a Structured Approach to Phonics and Guided Reading

Progress and Impact

The introduction of a structured whole-school approach to phonics through Monster Phonics has been implemented successfully and consistently across all relevant year groups. Monitoring confirms most sessions observed demonstrated high-quality teaching, strong pupil engagement and increasing staff confidence.

Assessment evidence demonstrates significant gains in reading attainment:

- Year 1 pupils made an average reading age gain of **23 months**, with several pupils making over two, three and four years of progress.
- All Year 2 pupils demonstrated improvements in grapheme recognition and word blending.
- Most Year 6 pupils are working at or above expected standards in reading, with strengths in retrieving information, identifying key ideas and understanding author viewpoint.
- Pupils demonstrate growing confidence as readers and engagement in reading activities has improved across the school.

Areas for Further Development

- Strengthen pupils' inference, deduction and synthesising skills.
- Continue promoting reading for pleasure.
- Further develop parental engagement in supporting reading at home.
- Embed current practice to ensure sustained progress.
- Narrow the gap between ePDG and nPDG pupils in reading.

Outcome

Significant progress achieved. Reading standards continue to improve across the school and evidence demonstrates that the structured phonics approach is having a measurable impact on pupil outcomes.

Priority 2: Develop and Implement a Progressive Whole-School Approach to ICT

Progress and Impact

The school has established a clear and ambitious vision for digital learning and continues to make strong progress towards embedding the Digital Competence Framework.

Key achievements include:

- Consistent implementation of the Digital Den curriculum across all classes.
- Ongoing professional learning for staff to strengthen digital pedagogy.
- ICT lesson observations conducted across every class.
- Systematic monitoring of digital portfolios to track progression.
- Successful delivery of Safer Internet Day activities, including Digital Leader assemblies and AI workshops for parents.
- Increased pupil awareness of online safety, responsible technology use and artificial intelligence.
- Chromebook conversions and additional device purchases have improved sustainability and pupil access.

Monitoring confirms that all observed ICT lessons were at least adequate, with several examples of strong practice across the school.

Areas for Further Development

- Increase consistency in digital teaching practice across all classes.
- Strengthen learner independence when selecting and applying digital tools.
- Continue long-term planning for device replacement and digital sustainability.
- Further embed progression across all strands of the Digital Competence Framework.

Outcome

Strong progress has been made in establishing a coherent and progressive approach to digital learning. Digital Den is embedded, monitoring systems are robust and digital learning is increasingly purposeful and progressive.

Priority 3: Implement a Comprehensive Whole-School Assessment Strategy

Progress and Impact

Significant developments have been made to strengthen assessment, recording and reporting arrangements.

Key improvements include:

- Introduction of termly written reports to parents and carers.
- Robust tracking of pupil progress in reading, writing and numeracy.
- Regular internal moderation activities.
- Continued collaboration with cluster schools to ensure accuracy and consistency of teacher judgements.

- Development of a revised Assessment, Recording and Reporting (ARR) Policy to reflect current practice.

Feedback from parents has been positive and the revised reporting arrangements align with cluster practice and statutory requirements.

Areas for Further Development

- Evaluate parental feedback following the completion of the annual reporting cycle.
- Further refine assessment systems to support consistency and impact.
- Continue strengthening moderation opportunities across the cluster.

Outcome

The school has successfully established more transparent, robust and consistent assessment procedures, leading to improved communication with parents and increased confidence in teacher assessment.

Priority 4: Improve Standards in Writing

Progress and Impact

A comprehensive whole-school writing framework has been established, ensuring progression in writing skills and greater consistency in teaching and learning.

Key developments include:

- Introduction of a revised Scheme of Work mapping writing genres across the curriculum.
- Full implementation of progression-based planning.
- Consistent use of the three-week writing journey model in all classes.
- Revised Handwriting and Marking and Feedback Policies embedded in most classes.
- Clear progression in grammar and spelling supported by Monster Phonics and Spelling Superheroes.
- Improved pupil presentation, editing and redrafting skills.
- Strengthened moderation processes both internally and across the cluster.
- Increased pupil confidence, independence and understanding of the writing process.

Monitoring indicates that most pupils are making good progress from their starting points, including vulnerable learners.

Cluster moderation confirmed that Llanharan Primary School's standards are broadly in line with those across the cluster. Strengths were identified in next-step marking and pupils' use of purple pen to improve and refine their work.

Areas for Further Development

- Address variation in standards within Years 3 to 5.
- Ensure greater consistency in writing expectations across all progression steps.
- Further refine learning intentions to focus on skills development.
- Continue strengthening adaptive teaching to meet the needs of all learners.

Outcome

Writing standards continue to improve across the school, with stronger progression, increased consistency and improved pupil outcomes. Effective monitoring and moderation confirm that improvements are becoming embedded.

Teaching and Learning Monitoring Summary

Monitoring activities undertaken throughout the year included:

- Book scrutiny focused on marking, feedback, progression and presentation.
- Pupil self-evaluation scrutiny.
- Listening to Learners activities focused on reading and Welsh oracy.
- Thematic book scrutiny.
- Cluster moderation and book scrutiny.
- ICT lesson observations.
- Digital portfolio monitoring.
- Adaptive teaching observations supported by RCT Learning Support Service.

Key Strengths

- Strong pupil engagement across curriculum areas.
- Improved quality and range of writing.
- Consistent presentation standards.
- Increasingly effective digital learning experiences.
- Positive reading outcomes and accelerated pupil progress.
- Strong partnership working with cluster schools and external partners.

Areas for development

- Strengthen numeracy across the curriculum.
- Improve standards in reading across the curriculum
- Embed feedback and purple pen response strategies consistently across all subjects.
- Improve visibility of RSE, RVE and multicultural Wales within pupils' work.
- Strengthen the teaching and learning of Science (Science + Technology AOLE).
- Improve standards in Welsh oracy across the school.

School Improvement Targets (2026 – 27)

- Increase pupils’ reading proficiency by implementing a structured, systematic approach to phonics instruction and high-quality guided reading, ensuring consistent progress across all year groups.

- To strengthen the quality and consistency of teaching, learning and assessment within the Science and Technology AoLE by developing a coherent curriculum that clearly maps the progression of knowledge, skills and experiences across all progression steps, enabling all learners to demonstrate increasing independence, enquiry, innovation and problem-solving skills.
- To develop independent learners in mathematics and numeracy through problem solving, reflective journalling, and strong home–school partnership.
- To raise standards in Welsh across the school by developing staff confidence and proficiency in teaching Welsh, increasing the use of high-quality incidental Welsh throughout the school day, and achieving Silver Award status in Cymraeg Campus through consistent, whole-school implementation.

Overall Evaluation

The school has made strong progress against all four School Improvement Priorities. Monitoring evidence, assessment information and external validation indicate that teaching and learning continue to improve and that pupils are benefiting from increasingly consistent and effective classroom practice.

Leadership has successfully established clear systems for monitoring, professional learning and curriculum development, resulting in measurable improvements in reading, writing, digital learning and assessment practice. While there remain areas for refinement and consolidation, the school is well placed to build upon these successes during 2026-2027.