

Blaengwrach Primary School

School Improvement Plan (SIP)



2025-2026



Croeso i Ysgol Gynradd Blaengwrach. Welcome to Blaengwrach Primary School.

At Blaengwrach Primary School, we believe our School Improvement Plan will allow all stakeholders to work closely in partnership with us and achieve our improvement priorities.

We strive to improve through employing rigorous self-assessment. As a result of detailed analysis of progress and ongoing continuous self-evaluation we have 4 priorities this year. Our pupils have a '**child friendly**' version so that all of our stakeholders understand our priorities.

We work hard to share these recommendations in a variety of ways. It is vital that everyone in our school community can understand them and implement them. This way, we strengthen our cohesion as a learning community. We share our vision through newsletters, assemblies, displays around our school, our school website, noticeboards, parental meetings and Governing Body meetings etc.

In order to ensure the recommendations, set out in our School Improvement Plan are met, our staff 'Professional Development Reviews' will link directly during the academic year 2025/2026.

Our 4 SIP priorities are as follows:

Priority 1- To develop pupils' integral skills to further enhance independence.

Priority 2- To improve teaching, assessment and feedback to ensure pupils make effective progress in line with the expectations of Curriculum for Wales and to inform next steps in learning.

Priority 3 - To improve pupils' literacy skills, in particular writing.

Priority 4 – To improve pupil attendance of groups of learners.

SIP priority 1:

P1: To develop pupils' integral skills to further enhance independence.

"Our teachers help us to develop our integral skills to become independent learners." *Pupil voice*

SIP Priority 2:

P2: To improve teaching, assessment and feedback to ensure pupils make effective progress in line with the expectations of Curriculum for Wales and to inform next steps in learning.

"Our teachers help us to make effective progress in our learning and give us feedback that helps us to understand our next steps." *Pupil voice*

SIP Priority 3:

P3: To improve pupils' literacy skills, in particular writing.

"Our teachers help us to improve our literacy skills, particularly writing." *Pupil voice*

SIP Priority 4:

P4: To improve pupil attendance of groups of learners.

"Our teachers will reward and encourage strong attendance to ensure that we make the best possible progress in our learning." *Pupil voice*

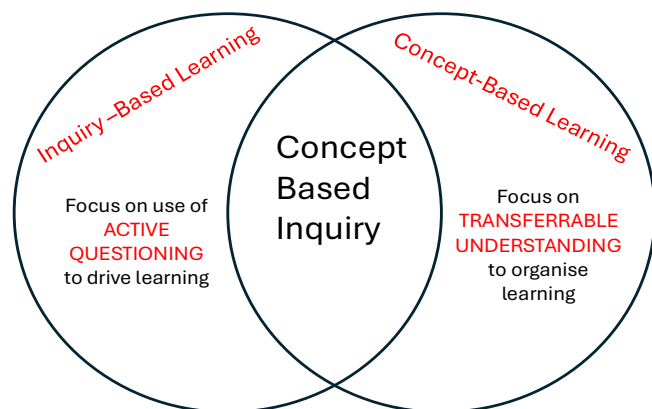
We are proud of our 'community spirit' which ensures all stakeholders have a strong sense of 'belonging' to our school. These improvement priorities can be attributed to our shared 'self-evaluation' process across all stakeholders. Together, we continue to 'Believe, Achieve and Succeed' in reaching our school improvement priorities together for the benefit of all learners.

School Improvement Plan – Priority 1

Priority 1	To develop pupils' integral skills to further enhance independence.
Why is this a priority?	Success Criteria – What will success look like?
Over the last three years, teachers have received professional learning focused on critical thinking. As a result, most teachers provide effective opportunities for pupils to develop their ability to use a wide range of strategies that enable pupils to analyse, evaluate and create. However, monitoring has highlighted that while most pupils are becoming increasingly good at using the different strategies that are modelled, only a few independently select, use and review appropriate strategies/approaches in different contexts. This has underlined the need to continue to focus on developing independent thinking skills. Teachers' observations have identified two interlinked skills that they feel would support pupils in becoming more confident: • Asking meaningful questions • Generating ideas Asking meaningful questions will support pupils in identifying the issue, theme, main ideas, problem or opportunity in any context. This will help them to identify the approach or strategy they can use to support their next steps. It will also help them to make links to what they already know. This in turn will help them generate ideas – find solutions, make predictions and hypotheses etc. <u>Continue building:</u> Teachers also need to ensure they continue to identify regular and effective opportunities for pupils to progress with their thinking skills/integral skills providing regular opportunities for pupils to practise these skills using the 3-step teaching model. Furthermore, we need to continue to ensure teachers implement a range of engaging teaching strategies to support pupils to gain new knowledge and understanding.	• Many teachers will provide effective opportunities for pupils to ask meaningful questions. • Many teachers will provide pupils with effective opportunities to use their questioning skills to generate ideas in a variety of contexts across curriculum <u>Continue building:</u> • Most teachers will explicitly teach higher order thinking skills and provide pupils with regular opportunities to practice these skills and apply them independently. • All staff will explicitly use the language of thinking skills with pupils. • Many teachers will provide regular and effective opportunities for pupils to solve problems; overcome challenges; investigate and develop their higher order thinking skills. • Many will provide engaging teaching strategies to support pupils to gain new knowledge and understanding. • Many pupils know how to generate <u>meaningful questions</u>. • Many pupils understand that asking meaningful questions helps to generate ideas. • Many older pupils are beginning to use questioning and new ideas to independently identify the approach and strategies they will use to solve problems, face challenges, investigate predictions and theories etc.

Milestones - Actions	Lead Person(s)	Start	Finish	Cost
Whole staff meetings/INSET day to discuss this SIP target. Remind staff of why it is a priority and re-share the vision for pupils' higher order thinking/integral skills and how pedagogy needs to evolve in order to develop the four purposes at Blaengwrach Primary School. Key Questions: - Do staff know how to develop pupils' ability to ask meaningful questions? - How do meaningful questions help pupils generate ideas and solutions. - What does good teaching look like? - What format will the vision take to ensure that it is inclusive?	Mrs L Williams (HT) Mrs L Lewis (DHT)	Asking meaningful questions Autumn term 25 Asking meaningful questions and generating ideas: Spring/Summer 26	The training will all be completed by Summer 26. In Spring 26, evaluation of how well teachers are developing pupils' ability to ask questions to develop ideas including to improve their writing across the curriculum. In Summer 26, evaluate how well teachers are supporting pupils to generate meaningful questions in different contexts.	ADDs
Professional Learning/ Evolving Teaching				
1.All teachers to receive professional learning from the school improvement team focused on effective strategies for developing pupils' ability to ask meaningful questions. For example, using different stimuli, showing curiosity, building questioning routines, making links and using prior knowledge, identify key ideas and improving and editing. 2. All teachers to receive professional learning from the school improvement team focused on ensuring they provide effective opportunities for pupils to generate ideas across the curriculum in different contexts. For example, using collaboration, roles, placemats and dare to be different.	Mrs L Williams (HT) Mrs L Lewis (DHT) Whole Staff	1. Autumn 2025 TBC with HB; School ESO 2. Spring 2026 TBC with HB School ESO	Summer 2026 Summer 2026	

Senior leaders to provide opportunities for staff to collaborate and share examples of learning experiences to enhance the development and ensure a shared understanding of progression. Teachers to be provided with the opportunity to share their action research with colleagues. *Actions in the SIP may evolve and adapt as a result of the impact of the action research.		Half termly as part of ADDS session		
AFL				
AFL in integral: Pupils will effectively use the reflection triangle (or other AFL approach) to review/evaluate their learning: • WHAT have they learnt? • HOW did they learn it? What was helpful/unhelpful? • HOW secure is their understanding? Can they explain it to others? • How EFFECTIVE was the strategy/skill they have learnt? Was there a better way to do the task? • WHERE/HOW can they use this learning in the future? There will be a focus on up levelling questions to develop a deep understanding of the purpose of questioning and how it can help inquiry and creativity.	Whole Staff	Ongoing through the training.		
Curriculum Development				
Leaders to further enhance their curriculum by developing an enquiry approach to learning.	Mrs L Williams Mrs L Lewis Whole Staff	Ongoing through the different aspects of the training on asking meaningful questions and generating ideas.	On Going	



Teachers to ensure they explicitly use and model the identified language associated with asking meaningful questions and generating ideas in purposeful, manageable inquiries.

Teachers to ensure they identify regular and effective opportunities for pupils to progress with their integral skills - solve problems; overcome challenges; investigate and develop their higher order thinking skills.

Teachers to continue to embed the 3-part structure to their teaching of questioning and generating ideas – explicit teaching; opportunities to practice the skill and opportunities for independent application.

PDR

Teachers PDR to link with developing pupils' ability to ask meaningful questions and generate ideas.

Mrs L Willaims
(PM
Appraisers)

October 2025 to plan

July 2026
Review

Monitoring

Learning walks, work scrutiny and listening to learners' activities with members of the governing body to evaluate:

Mrs L Williams
Mrs L Lewis

Spring term 2026

• Opportunities for pupils to develop their ability to ask meaningful questions. • Pupils' use of questions to help them generate ideas, solve problems and deepen their understanding. Revise action plan based on areas identified for improvement.	Whole staff FE/EG ALNCo			
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School Improvement Plan – Priority 2 (Year 3 of plan)

Priority 2	To improve teaching, assessment and feedback to ensure pupils make effective progress in line with the expectations of Curriculum for Wales and to inform next steps in learning.			
Why is this a priority?		Success Criteria – What will success look like?		
Progression A shared understanding of progression is a key driver in what makes Curriculum for Wales different. The need for this to be understood by the learning community is essential. This will underpin all other improvement priorities and Teachers are further developing a shared understanding of progression. The progression code outlines that progression is increasing the depth, breadth and sophistication of pupils' knowledge and understanding, skills and capacities, and attributes and dispositions. (Progression Code 2.2) The code outlines 5 overarching principles of progression: • increasing effectiveness • breadth and depth of knowledge • deepening understanding • refinement and application of skills • transferring learning into new contexts The school needs to continue to evolve teaching in line with the above expectations and principles. In particular, we need to support teachers to - develop understanding of what we want our children to progress in and why		Progression The learning community will have a shared understanding of progression including what we want pupils to progress in and the overarching principles of progression and be able to articulate this. Curriculum planning and teaching ensures pupils progress with their values, attitudes, cross-curricular skills, integral skills and knowledge and understanding will be embedded. Nearly all pupils will achieve effective progress with their values, attitudes, cross-curricular skills, integral skills and knowledge and understanding. Nearly all teachers have clear learning intentions for their lessons matched to		

- develop planning and teaching strategies in order to ensure effective progress in pupil's integral skills, cross-curricular skills, knowledge & understanding, HOTS, values and attitudes to enable pupils to realise the four purposes which is built on progression through a concept approach that is increasingly complex and enables children to make connections. -develop the use of learning intentions. - develop teaching strategies using a three-step approach to teaching assessing progress developing knowledge and understanding and improve the quality of assessment and feedback to pupils to inform next steps in learning. Learning Walks and Listening to Learners demonstrate that further progress needs to be made to develop a clearer understanding of the 'WHY' to develop pupils' understanding about what they are learning and ensure this is explicit. All staff are beginning to have a deeper understanding as to what it is that wish pupils to make progress in. Teaching needs to continue to evolve to focus more on developing this understanding. Teachers concept approach planning of the curriculum is continuing to evolve and there has been significant progress in terms of planning what and why, considering what the values are for developing the curriculum and the pupils themselves. Assessing for the future The purpose of assessment is to support the progression of each individual learner considering methods of formative assessment. The principles for assessment are: • To identify learner's strengths • To identify how pupils learn best • To identify next steps for learners In order to enhance pupil progress the school needs to ensure that it has strong formative assessment systems in place. The school's Estyn inspection in May 2023 identified the need to improve provision for • Feedback in order to ensure pupils understand next steps in their learning using verbal feedback whenever possible, writing short comments and introducing agreed marking codes improving their work using blue, relating to their success, e.g. WOW • Self and peer assessment and feedback encouraging the children to make comments about their own work and feedback on the work of others, allowing time at the beginning of a lesson to discuss areas for improvement and ensure learners have the support and opportunities to improve their work using learning conferences.	pupils' individual learning needs and that enable pupils to progress. Nearly all teachers support pupils to understand WHY they are learning what they are learning Nearly all teachers provide pupils with effective feedback to enable pupils to progress with their learning. Nearly all teachers provide pupils with the opportunity to action the feedback provided and to improve their work. Nearly all teachers provide effective opportunities to reflect upon and self-assess their work. Nearly all teachers are able to adapt their provision based on observations of learners' needs, misconceptions, etc. Nearly all pupils are clear on what they are learning to make progress in within a lesson or over a series of lessons. Nearly all pupils are clear on WHY they are learning what they are learning. Nearly all pupils respond effectively to feedback to improve their work and to move their learning on.
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- Through self-evaluation leaders identified that classroom environments were underdeveloped. Since then, with teachers they have established environments that provide useful support for pupils' learning, helping them to begin to develop greater independence and resilience. - Leaders use self-evaluation appropriately to identify professional learning needs, at whole-staff and individual levels. Staff are beginning to collaborate well, both with each other and with colleagues from partner schools. With the support of leaders, staff are developing useful approaches to questioning and feedback. These are beginning to impact positively on pupils' progress within lessons and over time. Whilst many pupils across the school use peer and self-assessment effectively to improve their learning appropriate to their age and their peers' comments are relevant to the task, this needs to further embed over the next academic year as editing and improving work is evident, and many pupils are able to speak with increasing confidence about how they edit their work. Following an interim Estyn visit in June 2025, findings from the visit reported that: - Leaders have an honest and accurate understanding of the progress the school has made since the core inspection, and of the next steps in the school's development. - There is an increasingly reflective culture in the school. Leaders have established an inclusive approach to self-evaluation that involves all staff. Staff understand the important role they play in evaluating the school's effectiveness. They appreciate the feedback, support and guidance they receive and are responsive to it. - Leaders have a clear vision for the approach to, and quality of, teaching in the school. They use a good range of self-evaluation activities effectively, helping them to understand and evaluate teaching and its impact on pupils' learning. They use the information they gather appropriately to inform the next steps in the school's development, including ongoing improvements to classroom practice. - Leaders and staff have recognised the need to ensure that feedback to pupils is more meaningful and supports progress in learning. The school has been suitably proactive and collaborative in its approach to achieving this. - All staff have engaged with relevant professional learning, and together, have revised the school's policy and approach to providing effective feedback. This work is beginning to be evident in classroom practice, helping pupils to start to have a better understanding of how to move their learning forward.	Nearly all pupils edit and improve their work on a regular basis. Nearly all pupils self-assess their work well, identifying strengths and how to improve it. Nearly all pupils are clear on what they are doing well and what they need to improve (next steps)
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- Generally, teachers provide valuable and timely feedback to pupils. They have developed a helpful ‘conference’ approach to providing beneficial feedback during lessons. Through these conferences, staff or other pupils support pupils to make improvements to their work and deepen their understanding. This initiative is helping pupils to develop an appropriate understanding of the purpose and benefit of feedback and how to successfully act upon it. - Staff are beginning to use effective questioning techniques that, overall, help pupils to confirm and clarify their understanding. Where this practice is most effective, it encourages pupils to reflect on their learning and enables them to understand and address their next steps. This is helping pupils across the school to begin to develop as independent learners	
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Milestones - Actions	Lead Person(s)	Start	Finish	Cost
Vision Whole staff meeting to discuss the school’s vision and the link to the SIP following Estyn Interim visit in June 2025. Discuss why it is a priority and share the vision for pupil progression and how pedagogy needs to continue to evolve to enhance pupil progress in line with the principles of progression and towards the four purposes. Also share the vision for formative assessment and link to Priority 1: - Pupils clear on what they are learning to do - Pupils clear on WHY they are learning it - Pupils acting on effective feedback to move their learning on - Pupils clear on what they are doing well and what they need to improve (next steps) - Pupils having effective opportunities to reflect upon and assess their own work - Pupils supporting their peers to progress	LW/FE/EG/LL	Sept 2024	July 2026	Nil

Shared Understanding of Progression Continue to develop a shared understanding of progression within school and with the cluster through: • Time in staff meetings - dedicated professional learning discussions • Shared inset – cluster and across schools • Presentation/Discussion in Governor meetings • Parent meetings • National events – National Network conversations, Talk pedagogy etc. • Evaluations carried out in the school	LW/FE/EG/LL	Sept 2024	July 2026	£500
Professional Learning / Evolving Teaching Monitoring and evaluation of how well teaching currently supports pupils to progress through learning walks, work scrutiny and listening to learners. All teachers to receive professional learning from the school improvement team focused on engaging teaching strategies to enable pupils to progress with their knowledge and understanding, while also progressing with their integral skills (link to priority 1) School leaders to decide on approaches/strategies to focus upon to embed throughout the school. Two teachers have completed local authority Teaching & Learning sessions with partner schools over the last two years, another member of staff to attend T & L programme for the	LW/FE/EG/LL	Sept 2024	July 2026	£1500

academic year 2025/26 to evolve their teaching in line with the principles of progression and to receive follow up support in school from the local authority Teaching & Learning team as part of the programme. LL to feedback strategies/practice to other teaching staff members. School leaders to decide on approaches/strategies to focus upon to embed throughout the school. Continue to strengthen and embed the teaching in order to support pupils' to progress with their integral skills and to develop independence. (see Priority 1) All teachers to engage in professional learning to evolve teaching strategies in line with what we want pupils to progress in and the principles of progression. Professional learning to include action research, sharing effective practice within the school through team teaching/triads/book looks etc), learning from effective practice in other schools, etc. All teachers to receive effective professional learning focused on formative assessment and its relationship with a shared understanding of progression through action research, sharing effective practice across the school through team teaching, triads, book looks and learning from effective practice in other schools etc. For example: AfL?				
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Learning intentions and success criteria? Effective feedback? Self and peer assessment?				
Curriculum Development Leaders and teachers to continually review and develop the school's curriculum planning – How well does the curriculum support pupils to progress with...? Values and attitudes Cross-curricular skills Integral skills Knowledge and understanding Continue to access professional learning from the LA to strengthen the school's curriculum to plan for effective opportunities for pupils to progress with the above. School leaders to review the school's current systems for assessment. What is useful and purposeful? What is having a strong impact on pupil progress? Leaders and teachers to evolve their assessment processes in line with the expectations for CfW. (see 'Why this is a priority?' section) Leaders and teachers to implement agreed approaches to AfL throughout the school in regards to: • Learning Intentions • Success Criteria • Feedback	LW/FE/EG/LL	Sept 2024	July 2026	Nil

Self and peer assessment				
Professional Development Review PDR annual meeting and discussions with staff throughout the cycle regarding progress in relation to this priority (individual, departmental and school-level as appropriate) - relevant professional standards - benefits and application of professional learning - achievement of learners (as above) any factors which may have had an impact on the above. Meetings will take place between Headteacher/DHT and staff to reflect on school priorities and their progress towards this priority, professional learning undertaken, professional enquiry and collaboration undertaken identifying any professional support required. Consider how teaching is evolving and/or strengthening pupil progress through effective AfL strategies.	LW Teachers	Sept 2025	July 2026	Nil
Monitoring Learning walks, work scrutiny and listening to learners' activities with members of the governing body to evaluate progress towards this target (see Success Criteria identified within this plan for the focus of monitoring activities). Revise action plan based on areas identified for improvement.	LW/LL/GB	Sept 2025	July 2026	Nil
Total Cost				£2000

School Improvement Plan – Priority 3

Priority 3	To improve pupils' literacy skills, in particular writing	
Why is this a priority?		Success Criteria – What will success look like?
The last two academic years have seen a focus on improving spelling and the impact on reading and writing using Jolly Phonics. This has positively impacted on the number of pupils making progress in developing their phonological awareness, developing effective reading skills and improving their independent spelling. This will continue to be a focus as systems need to be further embedded. We recognise that children need to be good readers to be effective writers and there will remain a focus on the teaching of reading, including - ensuring pupils have access to a wide range of quality texts and regular guided reading sessions which explicitly teach higher order reading skills and to allow discussion of contextual meanings and explicit vocabulary instruction. - Ensure that groups not reading with the teacher, have purposeful 'reading' activities to complete. - Pupils know the reading rules but would benefit from more practice at reading aloud to further develop reading with expression and intonation, as well as gain a deeper understanding of more sophisticated forms of punctuation. - To develop an understanding of interpreting the use of the authors' language to describe characters and would enrich pupils' comprehension skills further. - Agree on non-negotiables for developing a reading culture, to ensure a more consistent approach across the school, for example, a class novel being read at least 3 times a week. Monitoring highlights the writing process needs to be strengthened. For example: ➤ Teachers need to develop their understanding of the writing process and the teaching of genres through Literacy and Language. ➤ Teachers need to provide effective opportunities for shared and modelled writing. ➤ Pupils need to develop and use high-quality/adventurous vocabulary within their writing		Provision focused success criteria - Most teachers provide pupils with learning activities with suitable challenge and that build systematically on pupils' existing knowledge, understanding and skills. - Most teachers effectively model the writing process using Literacy and Language, sharing how the writer makes choices of vocabulary, sentence structure, organization, etc. - Most teachers provide effective opportunities for pupils to orally rehearse their writing. - Most pupils will ensure that pupils are given the opportunity to develop their answers to higher order thinking questions - Most teachers will use collaborative learning strategies to enhance oracy skills - Most teachers provide effective opportunities for pupils to progress successfully with their: ➤ Letter formation, handwriting and presentation. ➤ Technical writing ability including the use of accurate punctuation, grammar and spelling.

- Develop consistent opportunities for pupils to proof-read and edit their work
- Develop consistent opportunities for pupils to improve the quality of their writing in response to feedback
- Teachers need to provide effective opportunities for oral rehearsal
- Ensure all teachers have high expectations for the standard of handwriting and presentation, pupils produce.
- Teachers need to provide pupils with the opportunity to develop their technical writing ability successfully

The physical learning environment and the use of working walls will also be developed to support pupils in building on their own learning.

- Ability to add interest to their writing by varying their sentence structures successfully and through using a range of vocabulary.
- Ability to edit and redraft their work to improve its quality.
- Ability to link their writing to their reading experiences to enhance the quality of their writing.
- Working walls further developed to support pupils in their work.

Pupil focused success criteria

- Many pupils develop their letter formation well and present their work neatly.
- Many pupils develop their technical writing ability well including the use of accurate punctuation, spelling and grammar.
- Many pupils add interest to their writing by varying their sentence structures successfully and through using a range of engaging vocabulary.
- Many pupils edit and redraft their work to improve its quality.
- Many pupils achieve strong progress with their writing skills and produce work across the curriculum to a good standard.
- Many pupils write at length when they are ready to do so.
- Many pupils use working walls independently to support them in their work.

Year 2 and Year 3 High Level Targets

Year 2	• Literacy and Language approach embedded across the school from Y2-6. • Effective strategies for the teaching of reading embedded consistently across the school. • Writing across the curriculum of a high quality in a range of genres • Children are avid readers – support resources being accessed at home. • Breadth of high-quality texts being used across the school and the curriculum • All pupils are readers/writers at their own cognitive level
Year 3	• Consistent approach to the teaching of reading and writing with all pupils making good progress and the more able pupils being developed fully

Milestones - Actions	Lead Person(s)	Start	Finish	Cost	Review (termly)
Vision Whole staff meeting to discuss this SIP target; why is it a priority? Develop a shared understanding and vision for the effective teaching of writing skills and the importance of effective teaching of reading within this.	LW/ SLT	Sept.25	Sept.25	Nil	
Curriculum Development Literacy coordinator and SLT to review the school's current provision for literacy, with a particular focus on writing and the relationship with reading. <i>How effective is the school's current curriculum for writing? How well does the school's provision for oracy and reading support the development of pupils as writers? How well do teachers currently plan for the progressive development of pupils' writing skills? How well do teachers provide opportunities for pupils to apply their writing skills across the curriculum, including writing at length for pupils who are able? What professional learning is required to strengthen provision for writing</i>	Literacy coordinator/SLT Literacy coordinator/SLT	Sept.25	July 26	Linked texts purchased for Literacy and Language Scholastic connectors to begin to be introduced. Online subscription to L & L, planning folders, printing materials, large Big Question books and A1 sheets and	

<i>skills? How well resourced is the school to support the delivery of the school's approach?</i> Literacy coordinator to strengthen the curriculum for writing through Literacy and Language with ➤ Clear progression in the development of pupils' writing skills ➤ A consistent approach to the development of talk to support pupils' progress in writing skills. ➤ A consistent approach to the teaching of phonics and reading to support the development of pupils' writing skills. (Jolly Phonics) and Rigby Navigators and Stars used for Guided reading sessions. ➤ Clear progressive development in pupils' spelling, punctuation and grammar skills. ➤ Effective opportunities for pupils to develop and enhance their sentence construction. ➤ Effective opportunities for pupils to develop and extend their vocabulary. ➤ Effective opportunities for pupils to write for a purpose, audience and context. ➤ A cohesive and progressive approach to teaching handwriting and presentation, developing legibility and fluency. ➤ A clear, consistent approach to using reading to support pupils' writing in terms of organization, vocabulary, sentence structure, authorial intent and purpose. ➤ Processes to edit and revise pupils' writing to improve quality. ➤ Rich and varied opportunities for pupils to apply their writing skills across the curriculum. ➤ A physical learning environment that supports and enables pupils to become effective readers and writers including the use of working walls.				further resources to develop the physical learning environment £3000	
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Professional Learning / Evolving Teaching LA to provide professional learning focused on implementing an effective approach to developing pupils' writing skills. Professional learning will focus on improving the teachers' ability to teach writing skills effectively and in line with the school's approach outlined below: ➤ Analysing shared text, identifying key features & creating a success criteria ➤ Systematic teaching of appropriate word & sentence level skills in context ➤ Explicitly teaching relevant new vocabulary and providing opportunities for pupils to use this new vocabulary in context. ➤ Oral rehearsal for writing. ➤ Planning writing ➤ First write/draft ➤ Edit ➤ Self & peer reflection ➤ Feedback ➤ Revised writing including improvements ➤ Proofreading for accuracy of spelling and punctuation Literacy coordinator to develop non-negotiable criteria so that all teachers are clear on the expectations of the approach to teaching writing and the transference of literacy skills across the curriculum at Blaengwrach Primary School.	LW LA teaching and learning team	Sept.25	July 26	INSET/ADDs time	

Literacy coordinator to develop exemplars of what the writing process looks like when it is good, at Blaengwrach Primary School and share with all teachers. Headteacher to ensure teachers are provided the opportunity to collaborate on medium term plans to strengthen opportunities for pupils to progress with their literacy skills across the curriculum. All teachers to provide pupils with purposeful opportunities to progress with their literacy skills across the curriculum. Regular L & L CPD coaching and CPD team teach sessions to support development of teaching of L & L. Pupil progress phase meetings built in for supportive conversations around writing and reading.					
Parents & Carers Senior leaders and literacy coordinator to provide information to parents and carers on the school's new approach to the teaching of writing and to share strategies on how they can support their child's progress at home. Parents reminded and encouraged to read at home. Parents invited to workshops to support with Jolly Phonics, home reading and writing.	LW/LL				
Professional Development Review Teachers and TA's to agree professional development review target linked to the provision of highly effective provision for writing and pupils progress in developing their writing skills.	LW/LL	Oct 25 March 26 (mid-year review) October 26		Supply cover costs £1000	

Monitoring Learning walks, work scrutiny, pupil progress meetings and listening to learners' activities with members of the governing body to evaluate provision of writing and learner progress. <i>See Success Criteria for the focus of monitoring activities.</i> LA to be involved in monitoring activities to measure the impact of the LA provided CPD.	LW/LL/GB/LA	Nov 25 Feb 26 June 26		Supply cover X3 half days £500	
Total Cost £4,500					

School Improvement Plan – Priority 4 (Year 3 of plan)

Priority 4	To improve pupil attendance for groups of learners																																					
Why is this a priority?										Success Criteria – What will success look like?																												
In line with the LA Attendance policy and procedures pupil attendance is rigorously monitored. We need to continue to improve pupil attendance for groups of learners in order to maximise pupil progress and wellbeing. <table border="1"> <thead> <tr> <th>Llangatwg Comm.</th><th>2013/14</th><th>2014/15</th><th>2015/16</th><th>2016/17</th><th>2017/18</th><th>2018/19</th><th>2019/20</th><th>2020/21</th><th>2021/22</th><th>2022/23</th><th>2023/24</th><th>2024/25</th></tr> </thead> <tbody> <tr> <td>Blaengwrach Primary</td><td>95.40%</td><td>95.46%</td><td>95.47%</td><td>95.30%</td><td>96.05%</td><td>95.69%</td><td>95.21%</td><td>93.94%</td><td>92.59%</td><td>91.89%</td><td>92.54%</td><td>93.09%</td></tr> </tbody> </table> Attendance for September –May for the academic year 2024-25 is 93.09%, 0.9% higher than academic year 2023-24 to date. The numbers of families taking holidays during term-time continues to impact attendance during the Summer term. A first day response text and phone calls, traffic light letters, issuing of attendance letters 1 & 2, fortnightly meetings with EWO, parent meetings regarding attendance, EWS referrals and awards assemblies ensures attendance remains a high priority. A recent meeting with the EWO identified improvement in attendance for families with EWS involvement. School continues to interrogate the deviation between the highest attended session and lowest attended session throughout the week for each year group/class and the reasons given for absence.										Llangatwg Comm.	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	Blaengwrach Primary	95.40%	95.46%	95.47%	95.30%	96.05%	95.69%	95.21%	93.94%	92.59%	91.89%	92.54%	93.09%	The school will continue to strengthen the process for tackling attendance including - First response text message alert sent to parents/carers when no reason for absence has been received. - Second response phone call made to parents/carers when no reason for absence has been received following the first response text message. Traffic light attendance letters sent to raise awareness of pupil attendance levels prior		
Llangatwg Comm.	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25																										
Blaengwrach Primary	95.40%	95.46%	95.47%	95.30%	96.05%	95.69%	95.21%	93.94%	92.59%	91.89%	92.54%	93.09%																										

Overall, 16.23% of statutory school age pupils across the school below 90% attendance, an improvement of 8.45% from the academic year 2023/24.

Below 80%	80-84.99%	85-89.99%	90-94.99%	95% +
13 pupils including 7 Nursery pupils.	7 pupils including 4 Nursery pupils	18 pupils including 2 Nursery pupils	48 pupils Including 7 Nursery pupils	68 pupils 7 pupils currently have 100% attendance.

Actions to continue to be taken to address attendance below 80% will continue including:

Stage 1 and 2 letters have been issued in accordance with LA attendance procedures.

First day response- Message sent via text to parents following morning register and if no reason for absence has been received. If there is still no reason received a phone call home is made and a message left if there is no answer. Pupils who are supported through Early Intervention, communication between school and external agencies takes place on the first day of absence to ensure support can be provided from all agencies to maintain good levels of attendance when needed.

EWO is contacted by email if there is no contact from home following a text and phone call.

Mrs Williams contacts parents directly to discuss pupils that are a particular cause for concern.

EWO meets Mrs Williams fortnightly to monitor attendance.

Families have been invited to attend attendance meeting with EWO.

No new referrals have been made to EWS since the last headteacher report.

Penalty notice letters are issued following stage 1 and 2 letter, contact from the EWO if no progress is made and poor attendance continues.

Actions this year will focus on

- The percentage of persistent absentees to continue to fall to 0%
- Monitor closely and close the gap between attendance of FSM learners and non-FSM learners, identifying patterns and breaking down barriers to good levels of attendance:

FSM	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
FSM Yes - Blaengwrach Prima	92.57%	87.46%	87.26%	89.32%	88.69%
FSM No - Blaengwrach Prima	94.43%	93.08%	92.71%	93.01%	93.86%

to parent consultations in the Autumn/Spring term.

Regular meetings with Education Welfare Officer to discuss pupil attendance and liaison with LA Family Engagement Officer to support pupils and families to maintain good levels of attendance.

Notes/times will continue to be added to SIMS registers to help to identify patterns of absenteeism.

Attendance will be discussed in parent consultations/ALN meetings.

LA policies and procedures will be followed in relation to meetings held with parents and the sending of letters to parents - letter 1, letter 2 and EWS referral for EWO support.

Highest Attendance will be rewarded in Awards assembly through the Attendance trophy and stickers.

School Council pupil attendance team responsible for developing actions to improve attendance to communicate key information to their peers and parents.

Class attendance will be closely monitored.

SIMS registers will be daily scrutinized to identify patterns of absence.

- Monitor closely and close the gap between attendance of EAL learners and non-EAL learners from September 2025. Attendance for EAL learners for September 2025 fell to 85% and attendance for non-EAL learners was 94.41%, however, attendance improved significantly for EAL learners over the academic year 2024/25 with a 3.53% improvement from the academic year 2023/24:

EAL	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
EAL Yes - Blaengwrach Primary	98.09%	94.95%	94.99%	90.83%	94.36%
EAL No - Blaengwrach Primary	93.78%	91.80%	91.30%	92.23%	93.06%

- Nearly all vulnerable learners will make improved progress
- Nearly all vulnerable learners will demonstrate more positive attitudes to school and learning.

Collecting pupils early, late arrivals, holidays during term time will be discussed and challenged as appropriate in line with policy and procedure.

The percentage of persistent absentees will fall to 0%

Nearly all vulnerable learners will make improved progress.

The percentage of EFSM pupils attending below 90% will fall to 15%.

Nearly all vulnerable learners will demonstrate more positive attitudes to school and learning

Actions - Milestones	Lead Person(s)	Start	Finish	Cost
Communication with all stakeholders - Initial meeting with EWO - clarify the All Wales Attendance Framework which outlines the statutory guidelines for processes to follow e.g. Letter 1, letter 2, Parental partnership meetings, referral to education welfare service and coding. - Effectively communicate the importance of attendance and the school's systems and processes to pupils, staff, governors and parents.	LW/EWO Staff Attendance Governor AA (Clerk)	Sept 2024	July 2026	NIL

• Ensure coherent communication of the schools systems and clear roles and responsibilities e.g pastoral leads, attendance lead, heads of year, EWO, Family Engagement Officer etc. • Ensure clear lines of communication and importance of attendance to parents via newsletter, website, text to parents, parents’ evenings, coffee mornings, and curriculum events. • Continue to implement the Local Authority “Traffic Light” system. Termly RAG letters to be sent home to inform parents of pupil attendance and how this is positively or negatively impacting on pupil progress and wellbeing. • Set up School Council pupil attendance team responsible for developing actions to improve attendance and communicating key information to their peers and parents including creating a pupil voice attendance leaflet • Share this SIP target with Governors. Meet with Governor with responsibility for attendance on a regular basis and provide them with the monthly data from Carl Glover. Governor to feedback attendance data to FGB meetings on a termly basis. Attendance Governor to also attend meeting with EWO on a termly basis. • Ensure all teachers are aware of their responsibility to raise attendance in their class. Provide teachers with a regular breakdown of attendance for each pupil in their class. Teachers to promote the importance of good attendance and to discuss attendance matters with pupils.				
Target pupils and families HT/Attendance Lead in collaboration with the EWO and Family Engagement Officer to undertake regular analysis of data, to identify: • Those pupils who are persistent absentees (80% and below) and those with an attendance rate of less than 90% (Red) • Those pupils who, whilst not persistent absentees, have an attendance rate below 95% (Amber) • Monitor and track the attendance of pupils causing concern on a regular basis (at least fortnightly). Identify patterns of absence, follow up on issues. Discuss pupils causing concern with EWO and agree on any further action required • Implement 1st day response system - text if absence not reported by 9.30 a.m. Follow up with phone call. Consider potential safeguarding concerns. • Meet and engage with parents of target pupils to discuss the importance of attendance; to explore barriers; to set attendance target and review progress, on a regular basis. • 1:1 mentoring meetings for target pupils with attendance below 90%. Set pupil target.	LW EWO FEO Clerk (AA)	Sept 2024	July 2026	NIL

- Engage with relevant outside agencies to improve attendance of vulnerable pupils e.g Attendance Support Officer (to work with those between 80 and 90%) Currently x5 in LA, x2 Persistent Absenteeism Officers (PAO) social workers, health visitors - Ensure pupils causing concern are an agenda item in transition meetings between schools - Monitor and track attendance of the 25.2% of pupils below 90% attendance during academic year 2023/24. - Pupils with attendance below 90% through holidays to receive attendance letter as advised by EWO. - FEO to monitor and offer support to pupils with attendance below 90% from 25.2% of group of pupils.				
Encouraging strong attendance and reward systems - Weekly class attendance award and trophy; termly individual award stickers; end of year reward/certificates for pupils with highest attendance at end of the year. - Consider the inclusion of EWO at coffee afternoons. - Consider the use of 'Late Gates' to support punctuality. EWO in partnership with school staff to greet latecomers. Actions in this section may evolve as a result of the work of the PUPIL attendance team	LW SLT AA (Clerk)	Sept 2024	July 2026	NIL
Sharing good practice - Identify schools similar in context where clearly defined roles and responsibilities result in improving attendance. - Identify strategies that have contributed to the strong performance of the schools. - Consider implementing new initiatives. Review and monitor impact. - Collaborate with family of schools in Cluster collaborative enquiry project and PLC focussing on improving attendance, sharing strategies, support and good practice in order to improve attendance.	LW SLT	Sept 2024	July 2026	NIL
Monitoring In collaboration with the Pupil Attendance team and attendance link Governor, undertake regular data analysis to evaluate progress towards achieving this SIP target. - Is attendance improving? - Is the percentage of persistent absentees falling?	LW SLT Attendance Governor	Sept 2024	July 2026	NIL

- Is the attendance of targeted pupils improving? - Is the attendance of particular groups of learners such as eFSM improving? Ensure monitoring activities include a focus on the progress of pupils with poor attendance.		Pupil Attendance team			
Cost £ NIL		Total			