



School Improvement Plan

2025-2026

Objective 1	Refine provision to ensure pupils develop as independent learners		
Link to 4 Core Purposes	<p>Ambitious, capable learners who:</p> <ul style="list-style-type: none"> • set themselves high standards and seek and enjoy challenge • are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts • are questioning and enjoy solving problems • can explain the ideas and concepts they are learning about <p>Enterprising, contributing contributors who:</p> <ul style="list-style-type: none"> • connect and apply their knowledge and skills to create ideas and products • think creatively to reframe and solve problems <p>Ethical, informed citizens who:</p> <ul style="list-style-type: none"> • find, evaluate and use evidence in forming views <p>Healthy, confident individuals who:</p> <ul style="list-style-type: none"> • face and overcome challenge • have the skills and knowledge to manage everyday life as independently as they can 		
Link to 'Our National Mission'	<ul style="list-style-type: none"> • Objective 1: Learning for life • Objective 3: A positive education experience for everyone 		
Self-evaluation rationale:			
<ul style="list-style-type: none"> • Across the school, provision has been improved to develop pupils' independent learning skills. Pupils have opportunities to choose what and how they learn. For example, in younger classes, pupils influence the enhanced provision through pupil voice. In older classes, pupils have opportunities to choose the level of challenge in activities and how they will present their learning. This work is developing across the school but needs to be fully embedded as sustained practice. Pupils are confident and are self-assessing their work such as when assessing their writing toolkits. However, pupils' ability to peer-assess the work of others is at an early stage of development. On a few occasions, teachers over direct learning and this reduces opportunities for pupils to develop their independence. 			
Objective leader(s):	Nichola Mings	Team members:	Kerry Owen, Dawn Harries, Sophie Morris
			Governing Body link:
Success Criteria		Autumn	Spring
<p><i>Leaders:</i></p> <ul style="list-style-type: none"> • Provide professional learning to staff on developing pupil independence • Create opportunities for pupils to be involved in self-evaluation activities that impact on learning 			
<p><i>Practitioners:</i></p> <ul style="list-style-type: none"> • Nearly all teachers to plan progressive and challenging enhanced provision • Most teachers (90%) to implement peer-assessment strategies in Literacy and Maths • Nearly all teachers to use pupil voice to influence teaching and learning • Most teaching (90%) is high paced and encourages high participation ratios 			
<p><i>Pupils:</i></p> <ul style="list-style-type: none"> • A majority of pupils (60%) across the school are able to effectively peer assess in Literacy and Maths 			

<ul style="list-style-type: none"> Many pupils (70%) are influencing teaching and learning in the classroom A range of pupil voice groups participate in self-evaluation activities that impact on learning 						
Key Actions (with Professional Standards for Teaching and Leadership cross referenced)	Self-evaluation activities & timeframes	Budget allocation: Main budget/ Grants	Start & Completion dates	Personnel Involved	Self-Evaluation Summer 2026 (linked to Inspection Areas)	Evidence from Self-Evaluation Activities during the year
<p>Ensure enhanced provision is progressively challenging across the school:</p> <ul style="list-style-type: none"> Teachers to use agreed zones for enhanced provision Teachers to plan challenging activities as part of enhanced provision within their classrooms, outdoors and in the Innovation Lab Professional learning opportunities to share good practice of enhanced provision <p><i>(P1.1, P1.3, P2, P3, C, PL1, PL2, I, L)</i></p>	<p>Learning Walks Planning scrutiny</p> <p>Inset sessions to share practice in Autumn 2025 and Spring 2026</p>	<p>3 x supply teacher costs = £230 x 3 = £690 Curriculum Grant</p>	<p>Autumn 2025 – July 2026</p>	<p>Kerry Owen Dawn Harries Nichola Mings All staff</p>		
<p>Further develop self and peer assessment:</p> <ul style="list-style-type: none"> Develop AfL toolkit to include peer assessment Professional learning opportunities to share good practice for peer assessment Implement peer assessment strategies in all classrooms at age/stage appropriate level <p><i>(P1.2, P2.4, C, PL2, I, L)</i></p>	<p>Inset sessions x1 per term to share practice</p> <p>Work scrutiny Listening to learners</p>	<p>None</p>	<p>Autumn 2025 – July 2026</p>	<p>Sophie Morris Nichola Mings Phase leaders</p>		
<p>Continue to implement pupil voice and Independence Continuum:</p> <ul style="list-style-type: none"> Teachers/pupils to use question and suggestion 	<p>Listening to learners Learning walk</p>	<p>None</p>	<p>Autumn 2025 – July 2026</p>	<p>Nichola Mings SLT</p>		

<p>boards effectively to influence teaching and learning</p> <ul style="list-style-type: none"> Leaders to timetable opportunities for pupils to be involved in self-evaluation activities that impact on learning <p><i>(P1.1, P1.2, P1.3, P2, P3)</i></p>						
<p>Ensure pace of teaching is high:</p> <ul style="list-style-type: none"> Teachers to plan short, limited introductions that cover the key concepts Teachers to implement TLAC techniques that encourage high participation ratio <p><i>(P1.1, P1.2, P1.3, P2.3, P2.4, P3)</i></p>	<p>Inset on TLAC high participation ratio in September 2025</p> <p>Lesson observations</p>	<p>None</p>	<p>Autumn 2025</p>	<p>Teachers Cherri Clee/Nichola Mings</p>		
<p>End of cycle summary:</p>						

Objective 2	Improve pupils' grammar and punctuation skills					
Link to 4 Core Purposes	Ambitious, capable learners who: <ul style="list-style-type: none"> • set themselves high standards and seek and enjoy challenge • are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts • can communicate effectively in different forms and settings, using both Welsh and English • can explain the ideas and concepts they are learning about 					
Link to 'Our National Mission'	<ul style="list-style-type: none"> • Objective 1: Learning for life • Objective 2: Breaking down barriers • Objective 4: High quality teaching and learning 					
Self-evaluation rationale						
<ul style="list-style-type: none"> • Most pupils develop effective writing skills and make good progress. Most pupils write for a range of purposes and different genres. The teaching of writing is strong across the school. However, a majority of pupils do not consistently develop effective grammar and punctuation skills. Furthermore, they do not apply these skills well enough when writing across the curriculum. 						
Objective leader(s):	Sophie Morris	Team members:	Susan Walton, Nichola Mings, Kerry Owen, Dawn Harries	Governing Body link:		
Success Criteria				Autumn	Spring	Summer
<i>Leaders:</i>						
<ul style="list-style-type: none"> • Develop a literacy toolkit for grammar and punctuation • Provide professional learning on writing for less able pupils 						
<i>Practitioners:</i>						
<ul style="list-style-type: none"> • Most teachers (90%) adapt planning to meet the requirements of the grammar and punctuation toolkit • Most teachers (90%) adapt planning to meet the needs of less able writers 						
<i>Pupils:</i>						
<ul style="list-style-type: none"> • Many pupils (70%) make at least expected progress in their grammar and punctuation skills • Many less able pupils (70%) make at least expected progress in developing their writing skills 						
Key Actions (with Professional Standards for Teaching and Leadership cross referenced)	Self-evaluation activities & timeframes	Budget allocation: Main budget/ Grants	Start & Completion dates	Personnel Involved	Self-Evaluation Summer 2026 (linked to Inspection Areas)	Evidence from Self-Evaluation Activities during the year
Develop a literacy toolkit for grammar and punctuation skills: <ul style="list-style-type: none"> • Professional learning to identify key skills to teach 	Inset to produce toolkit Planning scrutiny	None	Autumn 2025	Sophie Morris Nichola Mings Phase Leaders All staff		

<ul style="list-style-type: none"> Teachers to produce whole school toolkit and agree 'always tools' Teachers to adapt Literacy planning, Talk for Writing texts and independent application activities to reflect toolkit <p><i>(P1.3, P2.4, P3.4, C, PL1, PL 2, I, L)</i></p>						
<p>Ensure writing activities meet the needs of less able pupils:</p> <ul style="list-style-type: none"> Professional learning for staff on Talk for Writing process Professional learning for TAs on how to best support less able pupils Adapt Talk for Writing texts to using agreed continuum to meet needs of less able pupils Teachers to coach TAs within year groups <p><i>(P1.1, P1.2, P1.3, P2.4, P3.1, P3.4, P3.5, C, PL1, PL2, L)</i></p>	<p>Inset for all staff Inset sessions x6 for TAs</p> <p>Work scrutiny Coaching sessions between teachers/TAs</p>	<p>3 x supply teacher costs = £230 x 3 = £690 Professional Learning Grant</p>	<p>Autumn 2025 – July 2026</p>	<p>Sophie Morris All teachers</p>		
<p>End of cycle summary:</p>						

Objective 3	Further develop a shared understanding of progression to ensure that teachers' planning and feedback meets the needs of all pupils					
Link to 4 Core Purposes	Ambitious, capable learners who: <ul style="list-style-type: none"> • set themselves high standards and seek and enjoy challenge • are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts • can explain the ideas and concepts they are learning about 					
Link to 'Our National Mission'	<ul style="list-style-type: none"> • Objective 1: Learning for life • Objective 2: Breaking down barriers • Objective 4: High quality teaching and learning 					
Self-evaluation rationale:						
<ul style="list-style-type: none"> • Termly Progress Reviews show that most pupils make good progress. Teachers use a range of information to understand the progress pupils are making such as in-school assessments, National Test results and scrutiny of pupils' work. On a few occasions, teachers lack a shared understanding of progression in writing and maths. Often, pupils have made more progress than teachers have actually assessed. Due to the increase in pupils with ALN, in particular in Early Years, current assessment procedures do not always provide staff with accurate information about the progress pupils have made. 						
Objective leader(s):	Sophie Morris/Danielle Harris /Adrian Boyce/Laura Monico	Team members:	Nichola Mings, Kerry Owen, Dawn Harries, Lucy Matthews, Kelly Budge, Sarah Baker-Brian	Governing Body link:		
Success Criteria				Autumn	Spring	Summer
<i>Leaders:</i>						
<ul style="list-style-type: none"> • Maths leader to create Maths Toolkit • Leaders to revise assessment procedures for Maths • Leaders to provide staff with standardisation and moderation professional learning • Leaders to collaborate with cluster schools on shared understanding of progression • Leaders to adapt and implement Cluster ALN toolkits • Leaders to deliver professional learning on graduated response • Leaders to deliver professional learning on B squared 						
<i>Practitioners:</i>						
<ul style="list-style-type: none"> • Most staff (90%) will accurately assess pupil progress in writing and maths • Nearly all staff will create exemplar portfolios for progression in writing and maths • Most staff (90%) will effectively implement universal provision • Relevant staff to effectively assess pupil progress using B squared 						
<i>Pupils:</i>						
<ul style="list-style-type: none"> • Many (70%) to most (90%) pupils make expected progress in writing and maths • Many (70%) to most (90%) ALN pupils have their needs met effectively 						
Key Actions (with Professional Standards for Teaching and Leadership cross referenced)	Self-evaluation activities & timeframes	Budget allocation: Main budget/ Grants	Start & Completion dates	Personnel Involved	Self-Evaluation Summer 2026 (linked to	Evidence from Self-Evaluation Activities during the year

					Inspection Areas)	
<p>Standardisation and moderation of writing and Maths and Numeracy:</p> <ul style="list-style-type: none"> • Maths and Numeracy leader to create maths toolkits • Maths and Numeracy leader to revise assessment procedures • Professional learning using maths and writing toolkits to assess progression • Create whole school portfolio to exemplify progression in maths and writing • Work with cluster schools to develop shared understanding of progression <p>(P1.2, P1.3, P2.4, P3.4, P3.5, C, PL1, PL2, I, L3, L4)</p>	<p>Progress Review analysis Work scrutiny (standardisation and moderation) Inset x1 per term</p>	<p>Maths leader 8 days of supply teacher costs = £230 x 8 = £1840 Curriculum Grant</p>	<p>Autumn 2025 – July 2026</p>	<p>Laura Monico Sophie Morris All teachers</p>		
<p>Develop effective assessment processes for Early Years and ALN pupils:</p> <ul style="list-style-type: none"> • Adapt cluster ALN toolkits • Professional learning for staff for graduated response for ALN toolkits • Create whole school intervention tracker • Implement B Squared assessment tracker for ALN pupils • Implement Developmental Pathway for Early Years as part of Progress Reviews <p>(P1.2, P1.3, P2.4, P3, C, PL1, PL2, I, L)</p>	<p>Inset Day Inset x1 for intervention tracker Learning walk for universal provision Progress Review analysis</p>	<p>Phase 1 lead 3 days of supply teacher costs = £230 x 3 = £690</p>	<p>Autumn 2025 – July 2026</p>	<p>Danielle Harris Adrian Boyce Sophie Morris Kerry Owen Lucy Matthews Kelly Budge Sarah Baker- Brian</p>		
End of cycle summary:						

Coding of the Professional Standards	
Pedagogy P	
Refining Teaching P1	
Managing the learning environment	P1.1
Helping with assessment	P1.2
Helping to provide the appropriate resources	P1.3
Involving families in learning	P1.4
Advancing Learning P2	
Four purposes for learning	P2.1
Real life authentic contexts	P2.2
Linking subjects and themes	P2.3
Helping learners make progress	P2.4
Influencing Learners P3	
Observing learners	P3.1
Listening to learners	P3.2
Learners leading learning	P3.3
Helping to build effort in learners	P3.4
Learning outcomes and wellbeing	P3.5
Collaboration C	
Seeking advice and support	C1
Working with in-school colleagues	C2
Supporting and Developing others	C3
Professional Learning PL	
Reading and exploring research findings	PL1
Professional networks and communities	PL2
Welsh language and culture	PL3
Innovation I	
Extending expertise of the team	I1
Evaluating the impact of changes in pedagogy	I2
Leadership L	
Taking responsibility for self	L1
Exercising corporate responsibility	L2
Leading colleagues, projects and programmes	L3
Leading learning related events	L4

Self-Evaluation Activities linked to School Improvement Plan Priorities

'Looking for Learning' self-evaluation activities

We use a wide range of self-evaluation activities in order to keep an accurate and up-to-date picture of the strengths and area for development. We use the following 10 self-evaluation activities to gather information about how well we are doing:

1. Analysis of planning
2. Learning environment
3. Learning walks
4. Work scrutiny
5. Listening to learners
6. Data analysis
7. Pupil progress discussions
8. Evaluating the views of stakeholders
9. Curriculum evaluation
10. Document or process analysis

The following stakeholders are involved in the self-evaluation process:

Pupils, parents, governors, teachers, teaching assistants, office staff, family engagement officer, attendance officer, SLT, MLT and Improvement Partner.

Self-Evaluation Schedule 2025-2026

SEPTEMBER

Self-Evaluation Activity	By Who	Self Evaluation Action	Link to SIP	Estyn link
Document or process analysis: Finalise SIP and a revise overview three-year plan	SLT/MLT	<ul style="list-style-type: none"> Complete SIP Ensure SIP has been updated with any new information and there are direct and explicit links from the SER 		3
Document or process analysis: Safeguarding audit	HT/DHT	<ul style="list-style-type: none"> Complete safeguarding audit Update Safeguarding pupil list 		2
Data analysis: Baseline in Nursery/Reception	Phase 1 Teachers/TAs	<ul style="list-style-type: none"> Analysing pupil performance data 	3	1
Document or process analysis: HT report to Governing Body	HT/Governors	<ul style="list-style-type: none"> Challenge by governors – progress against school improvement priorities 		3
Data analysis: attendance	EHW lead/FEO/AO/AS	<ul style="list-style-type: none"> Identify families needing support to improve attendance from previous school year (2023-2024) 		2
Document or process analysis: ALN provision	AHT	<ul style="list-style-type: none"> Detailed analysis of ALN: register, IDPs, learning support/interventions, systems to support ALN pupils. 	3	2

OCTOBER

Self-Evaluation Activity	By Who	Self Evaluation Action	Link to SIP	Estyn link
Learning Walk/Learning Environment	AHT	<ul style="list-style-type: none"> ALN provision for Hives 	3	2
Evaluating the views of stakeholders: pupil questionnaires	Pupil voice leads	<ul style="list-style-type: none"> Establish learner voice baseline for each pupil voice group Children to complete Estyn pupil questionnaire 		2
Evaluating the views of stakeholders: Parent consultations	FEO	<ul style="list-style-type: none"> Taking account of pupils' and parents' views Estyn Parent Questionnaire 		3
Data analysis: attendance	EHW lead/FEO/AO/AS	<ul style="list-style-type: none"> Identify families needing support to improve attendance 		2
Lesson Observation	HT/DHT	<ul style="list-style-type: none"> Quality of teaching and progress in learning 	1	1

NOVEMBER

Self-Evaluation Activity	By Who	Self Evaluation Action	Link to SIP	Estyn link
Document or process analysis: Performance management objective setting	SLT	<ul style="list-style-type: none"> Use Teaching and Leadership standards to set objectives for all staff 	1, 2, 3	3
Document or process analysis: HT Performance Management	IP/CoG	<ul style="list-style-type: none"> Set objectives for HT Performance Management 		3
Data analysis: attendance	EHW lead/FEO/AO/AS	<ul style="list-style-type: none"> Identify families needing support to improve attendance 		2
Work/book Scrutiny	LLC Lead	<ul style="list-style-type: none"> Marking: Grammar and punctuation, Peer assessment 	2	1
Document or process analysis: Safeguarding audit	HT/DHT	<ul style="list-style-type: none"> Update safeguarding pupil list 		2

DECEMBER

Self-Evaluation Activity	By Who	Self Evaluation Action	Link to SIP	Estyn link
Document or process analysis: SIP Review/SER Update	SLT	<ul style="list-style-type: none"> Reviewing progress against improvement plans Impact of termly self-evaluation activities on learning Update to governors 	1, 2, 3	3
Pupil Progress discussion	Progression lead/SLT/ teachers	<ul style="list-style-type: none"> Analysing pupil progress data Scrutinising pupils' work Intervention impact 	3	1
Data analysis: attendance	Wellbeing/FE O/AO/AS	<ul style="list-style-type: none"> Identify families needing support to improve attendance 		2
Listening to Learners/Learning walk	Phase1/2 leads	<ul style="list-style-type: none"> Enhanced Provision: classroom environments and level of challenge 	1	1
Listening to Learners/work scrutiny	Welsh lead	<ul style="list-style-type: none"> Standards and progress in Welsh language 		1

JANUARY

Self-Evaluation Activity	By Who	Self Evaluation Action	Link to SIP	Estyn link
Document or process analysis: HT report to governors	HT	<ul style="list-style-type: none"> Challenge by governors – progress against school improvement priorities 	1, 2, 3	3
Learning Walk/Learning Environment	ALNCo/ EHW lead	<ul style="list-style-type: none"> ALN: universal provision in mainstream classes 	3	2

Data analysis: attendance	EHW lead/FE O/AO/A S	<ul style="list-style-type: none"> Identify families needing support to improve attendance 		2
Document or process analysis: Safeguarding audit	HT/DHT	<ul style="list-style-type: none"> Update safeguarding pupil list 		2
Work Scrutiny	SLT	<ul style="list-style-type: none"> Maths across the curriculum 		1

FEBRUARY

Self-Evaluation Activity	By Who	Self Evaluation Action	Link to SIP	Estyn link
Pupil progress discussion: IDP reviews	ALNCo/t eachers	<ul style="list-style-type: none"> Scrutinising pupils' work Analysing pupil performance data Modifications to IDP 	3	2
Document or process analysis: Performance managements objective mid-term reviews	SLT	<ul style="list-style-type: none"> Mid-term review of progress towards objectives 		3
Data analysis: attendance	EHW lead/FE O/AO/A S	<ul style="list-style-type: none"> Identify families needing support to improve attendance 		2
Listening to learners/Learning walk	DHT	<ul style="list-style-type: none"> Independence: pupil voice influencing teaching and learning 	1	1, 2

MARCH

Self-Evaluation Activity	By Who	Self Evaluation Action	Link to SIP	Estyn link
Data analysis: attendance	EHW lead/FE O/AO/A S	<ul style="list-style-type: none"> Identify families needing support to improve attendance 		2
Document or process analysis: Budget review/planning	HT/Gov s/FO/CA	<ul style="list-style-type: none"> Benchmarking against best or different practice Auditing practice against policy and procedures 		3
Document or process analysis: SIP Review/SER Update	SLT HT/DHT	<ul style="list-style-type: none"> Reviewing progress against improvement plans Impact of termly self-evaluation activities on learning Update to governors 	1, 2, 3	3
Document or process analysis: School Policy review	Governo rs	<ul style="list-style-type: none"> Review of statutory policies and complete policy schedule 		3

Pupil Progress discussion	Progression lead/SLT teachers	<ul style="list-style-type: none"> Analyzing pupil progress data Scrutinising pupils' work Intervention impact 	3	1
Document or process analysis: Safeguarding audit	HT/DHT	<ul style="list-style-type: none"> Update safeguarding pupil list 		3
Work/book/planning Scrutiny	LLC Lead	<ul style="list-style-type: none"> Grammar and punctuation: toolkits and planning 	2	1
Work/book/planning Scrutiny	Digital Lead	<ul style="list-style-type: none"> ICT: Online presentation and Coding 		1
Listening to Learners/work scrutiny	Welsh lead	<ul style="list-style-type: none"> Standards and progress in Welsh language 		1

APRIL

Self-Evaluation Activity	By Who	Self Evaluation Action	Link to SIP	Estyn link
Document or process analysis: HT report to Governors	HT	<ul style="list-style-type: none"> Reviewing progress against improvement plans 		3
Data analysis: attendance	EHW/FE O/AO/AS	<ul style="list-style-type: none"> Identify families needing support to improve attendance 		2
Listening to Learners/work scrutiny	Expressive Arts lead	<ul style="list-style-type: none"> Standard and progress in Expressive Arts (art) 		1
Learning Walk/Learning Environment	ALNCo/EHW lead	<ul style="list-style-type: none"> ALN: universal provision in mainstream classes 	3	1

MAY

Self-Evaluation Activity	By Who	Self Evaluation Action	Link to SIP	Estyn link
Document or process analysis: School Prospectus	HT	<ul style="list-style-type: none"> Update 		3
Data analysis: attendance	EHW lead/FE O/AO/AS	<ul style="list-style-type: none"> Identify families needing support to improve attendance 		2

Document or process analysis: Safeguarding audit	HT/DHT	<ul style="list-style-type: none"> Update safeguarding pupil list 		2
Evaluating the views of stakeholders: Staff questionnaire	All staff	<ul style="list-style-type: none"> Taking account of staff views Estyn Staff Questionnaire 		3
Lesson Observations/Peer Coaching	All staff	Literacy: meeting the needs of lower ability writers (Teachers coach TAS)	2	1
Work/Book/planning scrutiny	Maths and Numeracy Lead	Maths and Numeracy: planning and teaching of maths toolkits	3	1

JUNE

Self-Evaluation Activity	By Who	Self Evaluation Action	Link to SIP	Estyn link
Data analysis: attendance	EHW lead/FE O/AO/A S	<ul style="list-style-type: none"> Identify families needing support to improve attendance 		2
Pupil Progress discussion	Progression lead/SLT teachers	<ul style="list-style-type: none"> Analysing pupil progress data Scrutinising pupils' work Intervention impact 	3	1
Document or process analysis: HT report to Governors	HT	<ul style="list-style-type: none"> Reviewing progress against improvement plans 	1, 2, 3	3
Document or process analysis: Governing Body SER	Governors	<ul style="list-style-type: none"> Complete Self-Evaluation of Governing Body to produce action plan 		3
Work/book Scrutiny	LLC Lead	<ul style="list-style-type: none"> Marking: Grammar and punctuation, Peer assessment 	1, 2	1
Listening to Learners/Learning walk	Phase1/2 leads	<ul style="list-style-type: none"> Enhanced Provision: classroom environments and level of challenge 	1	1

JULY

Self-Evaluation Activity	By Who	Self Evaluation Action	Link to SIP	Estyn link
Pupil Progress discussion: IDP reviews	ALNCo	<ul style="list-style-type: none"> Scrutinising pupils' work Analysing pupil performance data 	3	2

Evaluating the views of stakeholders: End of year pupil report/Parent response	Parents	<ul style="list-style-type: none"> Taking account of pupils', parents' and carers' views 		3
Data analysis: attendance	EHW lead/FE O/AO/A S	<ul style="list-style-type: none"> Identify families needing support to improve attendance 		2
Document or process analysis: Self-evaluation report	SLT HT & DHT	<ul style="list-style-type: none"> Outcomes of self-evaluation termly reviews 	3	3
Evaluating the views of stakeholders: Pupil voice	Teacher s/TAs	<ul style="list-style-type: none"> Impact of pupil voice on school development and progress in learning (questionnaire) 	1	2

Professional Learning Calendar 2025/2026

Date	Professional Learning Activity	Link to SIP objective	Leader(s)
1/9/25	INSET DAY: Safeguarding, Health and Safety, Welsh, PPA		
2/9/25	INSET DAY: First Aid		
15/10/25	No Inset (Parents evening)		
22/10/25	No Inset (Parents evening)		
17/12/25	No INSET (Christmas Fayre)		
19/12/24	INSET DAY (TWILIGHTS)		

Date	Professional Learning Activity	Link to SIP objective	Leader(s)
11/3/26	No INSET (Parents evening)		
15/7/26	No Inset		
20/7/26	INSET DAY (TWILIGHT)		

SIP 3 year objectives

2025-2026	2026-2027	2027-2028
Provision for independent learning	Maths and Numeracy: problem solving and reasoning	AOLEs: Coverage of curriculum
Shared understanding of progression	Curriculum: Developing creative elements of the curriculum	Reading: 'Reading considered'
Grammar and punctuation skills	Anti-racist schools	Community engagements: Parents/carers supporting children's learning

