School Priorities – Parent Summary

'Always looking to the future'

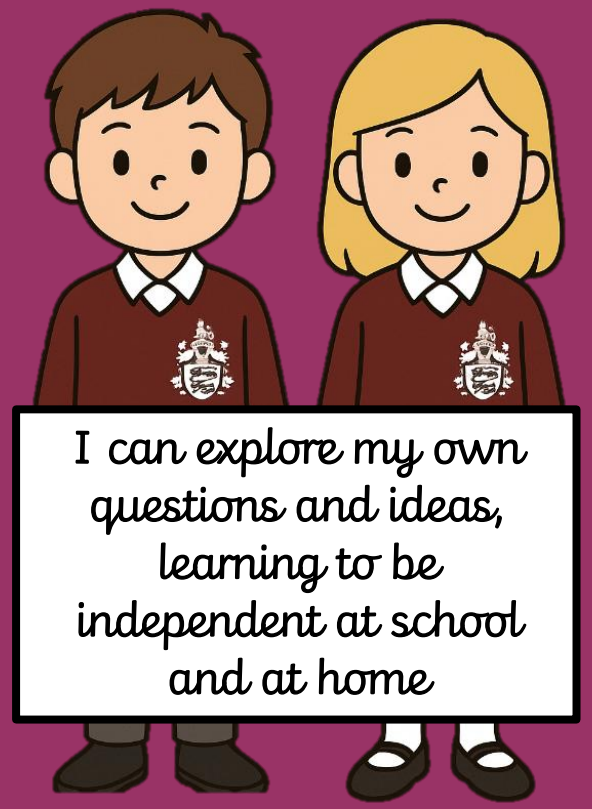


- Priority 1- To foster independent learning among pupils through inquiry-based questions and child-led initiatives, promoting independence both in and out of the school environment.

•Children are becoming more confident and independent in their learning.
•Children are being encouraged to ask questions, explore ideas and make choices about how they learn.
•Pupils are developing important skills such as problem-solving, resilience and taking responsibility.
•Children are becoming more independent with everyday routines and tasks, both in and beyond the classroom.
•Our pupil-led curriculum planning has given children a stronger voice in deciding what and how they would like to learn.
•Challenge Books are encouraging children to complete activities independently and take greater ownership of their learning.
•Independent learning areas provide opportunities for children to practise skills, explore their own ideas and challenge themselves.
•Staff are working together to ensure that children experience a consistent approach to developing independence across the school.
•Overall, children are showing greater confidence, responsibility, curiosity and independence in their learning.

Next Steps

•Share and embed the Independence Skills Matrix with pupils, staff and parents in Spring 2027.
•Continue developing learning environments that promote independent learning and decision-making.
•Build on the success of pupil-led enquiry-based curriculum planning by increasing opportunities for children to influence their learning and explore their own questions.
•Strengthen partnerships with parents through workshops, resources and shared strategies to support independence at home.
•Create more opportunities for pupil leadership through whole-school projects and initiatives.
•Continue to monitor progress through pupil voice, learning walks and feedback from parents and staff.



- Priority 2- To consistently monitor the progress and standards of writing within the teaching for writing (TFW) framework, with a particular emphasis on improving spelling proficiency and reading.

•Children are becoming more confident and independent writers through Talk for Writing.
•Reading skills are improving through consistent teaching of phonics and VIPERS skills.
•New reading resources are helping children to enjoy reading and engage with a wider range of books.
•New approaches to spelling and high-frequency words are helping teachers to identify and address individual gaps.
•Most children are making appropriate progress in reading, with extra support provided where needed.
•Activities such as book reviews and recommendations are helping children to talk about, understand and evaluate what they read.

Our next steps:
•Continue to raise standards in reading across the school.
•Close individual gaps in key reading skills, including fluency, vocabulary, retrieval, inference and comprehension.
•Provide targeted support for children who need additional help and greater challenge for those ready to move on.
•Help children to apply their spelling skills more accurately in their independent writing.
•Develop clear expectations for age-appropriate high-frequency words.
•Provide families with simple reading and spelling activities to use at home.
•Regularly review assessment information to make sure support is having a positive impact and helping every child make strong progress.



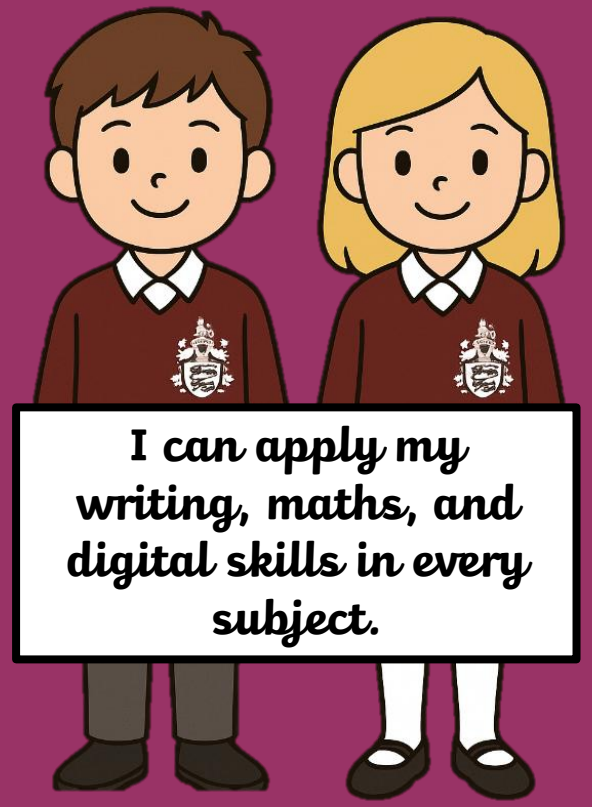
•I can keep track of my writing progress and improve my spelling skills.
I can improve my reading skills by using the VIPERS.

- Priority 3- To create and deliver engaging lessons that connect literacy, numeracy, and the digital competence framework across all subjects.

•Children are becoming increasingly confident at making connections between different areas of their learning and explaining how skills learned in one subject can be used in another.
•Our EPIC learning gives children opportunities to apply their skills in meaningful ways across the curriculum.
•Applied maths activities have been introduced into EPIC books, helping children use their mathematical skills in real-life and topic-based situations.
•Children are developing strong Literacy, Numeracy and Digital Competence skills and are increasingly able to apply these independently across different subjects.
•Pupils use technology confidently to support research, communication and independent learning.
•Children are encouraged to identify and label cross-curricular links in their work, helping them recognise how their learning connects across different subjects.
•Exciting projects, including Delve, Dive and Discover, have encouraged children to be creative, ask questions, think deeply and take greater ownership of their learning.
•Community projects and enrichment opportunities provide children with meaningful opportunities to apply their skills beyond individual lessons.
•Teachers plan collaboratively to ensure learning is engaging, progressive and builds effectively on what children already know and can do.

Our Next Steps

•Continue to develop EPIC displays and Working Walls so that Literacy, Numeracy and Digital Competence links are clear and visible.
•Continue collaborative planning to provide exciting and challenging learning experiences that encourage deeper thinking and independence.
•Give children more opportunities to talk about and reflect on how they use their Literacy, Numeracy and Digital skills across different areas of learning.
•Continue to strengthen progression across the school so that children build confidently on their knowledge and skills year on year.



- Priority 4- To continue the development of the Welsh language throughout the school, empowering staff and enriching the learning experiences.

Welsh Language Development

•We have continued to strengthen the use of Welsh across the school, giving pupils more opportunities to hear, speak, read and write Welsh.
•Staff confidence in using Welsh is growing through regular Welsh language patterns and our 'Phrase of the Week'.
•There has been an increase in incidental Welsh being used naturally in classrooms and around the school.
•A learning walk with the Local Authority Welsh Adviser celebrated strengths and helped us identify clear areas for further improvement.
•Pupils are becoming more confident, independent and enthusiastic in using Welsh.
•Children are taking greater ownership of their Welsh roles and are helping to promote Welsh across the school.
•Staff regularly share ideas, resources and good practice, helping to provide a more consistent approach to Welsh in all classes.
•Next step: Continue to increase the frequency and quality of spoken Welsh so that it becomes an even more natural part of everyday school life.

What are our next steps?

We will continue to:
•develop a progressive Helpwr Heddiw resource and script, covering oracy, reading and writing
•further strengthen staff confidence, particularly for support staff
•increase the amount of incidental Welsh used throughout the school day
•develop topic-related Welsh vocabulary so that pupils can use Welsh meaningfully across different areas of their learning
•ensure pupils build progressively on their Welsh skills as they move through the school

Overall, we are pleased with the growing confidence and visibility of Welsh across the school. Our next priority is to build on this progress so that Welsh becomes an increasingly natural and purposeful part of everyday school life.

