

**School Improvement Plan
2026-2027**



St Athan Primary School
School Improvement Plan
2026/2027



Believe and Achieve/Credu i Lwyddo

Our Vision

Our school values the happiness of our children, our families and our staff. We foster a love of learning inspired by quality teaching which builds upon individual strengths and talents. Our school works in close partnership with the community to develop confident, motivated and independent citizens

Priority	Initiative Target
1	To continue to improve and sustain the quality and consistency of Teaching and Learning (Ongoing Estyn Action Plan)
2	To raise standards in Literacy (Reading and Writing)
3	To strengthen Leadership (all levels), Self-Evaluation and School Improvement.

Recommendations from Previous Inspection 2024

[R1 Address the inconsistencies in the quality of teaching](#)

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3 year SIP Plan

<u>Target</u>	<u>2025/26</u>	<u>2026/27</u>	<u>2027/28</u>
To improve the inconsistencies in teaching (Post Inspection Action) High expectations			
To strengthen provision and delivery of Science & Technology/Expressive Arts across the school.		To improve LLC standards (High expectations) inclusive of reading standards and consistency	To improve standards in Maths and literacy (High expectations) inclusive and consistency and progression in Humanities and RVE
To improve literacy and numeracy skills			
To strengthen and develop communication with stakeholders in order to reduce barriers for learning.			
To improve Self Evaluation procedures , with particular reference to MER procedures to further impact pupil progress and consistency in teaching (Added January 2026)			

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Priority Area 1: To continue to improve and sustain the quality and consistency of Teaching and Learning

Strategic Aim- To embed and sustain high-quality teaching and learning practices across the school, ensuring consistency in teaching, assessment, challenge and pupil engagement in classes, leading to improved pupil outcomes and reduced variation between classes and year groups.

Initiative 1	Quality of Teaching and Learning			
Local/Regional/National Priority	Collaboration across the LA			
Justifications	During whole school monitoring processes, it was identified that there is a need to embed and sustain teaching across the school. This was also raised as part of the school Estyn inspection in October 2024. Some reasons for the inconsistencies include staff having different levels of experience, being new to the school, returning following a long absence from school and also a wide range of teaching abilities. Staff do not always use the learning environment purposefully - planning for provision is not always skill based and progressive Staff do not always create effective learning environments that support pupils to develop as independent learners In some class, staff do not challenge pupils suitably to make the progress they could School agreed policies and procedures show be followed in all cohorts Staff need to ensure numeracy and digital skills are planned for Tracking for literacy and numeracy are not used consistently in order to take learning to the next steps There is a need to strengthen formative assessment			
Linked to Professional Standards / ESTYN	Pedagogy /Collaboration/Leadership/Professional learning and Innovation IA1 Teaching and Learning IA2 Wellbeing, care support and guidance The leadership strand will run through the 3 areas for SIP (Leading and Improving IA3)			
Actions	R	A	G	Success Criteria
	R	A	G	Finance/Resources
				Personnel Responsible

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To agree upon Golden Thread document with staff input				The consistency of Learning and Teaching across the school to improve in at least 90% of lessons					Headteacher, Deputy Headteacher, SLT and all Staff
To improve consistency in Learning and Teaching using agreed policies and procedures				The consistency of Learning and Teaching across the school to improve					Headteacher, Deputy Headteacher, SLT and all Staff
				Lessons are well planned and challenge pupils accordingly					Headteacher, Deputy Headteacher, SLT and all Staff
				There are high expectations of all pupils					Headteacher, Deputy Headteacher, SLT and all Staff
Implement a programme on instructional coaching and peer observations through triad work.				Teaching practice improves through regular feedback and reflection				Release time for observations and coaching	Headteacher, Deputy Headteacher, SLT and Lead Practitioners
Literacy, Numeracy and Digital Skills to be explored and utilised across the curriculum through PL				Planning shows an increased opportunity to use and apply their literacy/numeracy and digital skills in real, authentic and purposeful ways across the curriculum					Headteacher, Deputy Headteacher, SLT, and LLC, M+N and S+T AoLE Leads
Establish and communicate a clear whole-school teaching and learning framework with agreed non-negotiables.				All staff consistently implement agreed teaching approaches.				Staff meeting time, printing, professional materials	Headteacher, Deputy Headteacher, SLT and Phase Leaders
				Learning walks demonstrate consistency across classes and embedded non-negotiables					
To undertake excellent teacher course for staff				Improved teaching and learning in nearly all classrooms				Nick Jones £50 pp	Headteacher, Deputy Headteacher and SLT

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Strengthen the use of formative assessment to inform planning and teaching.			Teachers accurately identify next steps and adapt learning accordingly.			Assessment resources and training	Assessment Lead (GHal), Teachers CSC - Bethan Truby and Emma Lloyd
Provide targeted professional development based on monitoring findings			Staff confidence and effectiveness increase in identified areas for development.			CPD Budget, external consultants	Headteacher and CPD Lead
Develop middle leaders capacity to monitor and support teaching quality			Middle leaders effectively identify strengths and areas for development.			Leadership release time	Headteacher, Deputy Headteacher, SLT and AoLE leads
Establish rigorous monitoring cycle including learning walks, book scrutiny and pupil voice			School leaders have accurate understanding of teaching quality and impact			Cover costs for monitoring activities	Headteacher, Deputy Headteacher, SLT and Governors
Share and celebrate effective practice across the school.			Staff regularly engage with evidence-informed strategies and successful approaches			Staff Meeting Time	Headteacher, Deputy Headteacher, SLT and Teaching staff
To strengthen collaboration with CSC to deliver formative assessment INSET and responding to learner through effective modelling, scaffolding and questioning			Strengthened partnerships with CSC				Assessment Lead (GHal), Teaching staff and CSC - Bethan Truby and Emma Lloyd
			Improved professional learning for all staff				
			Improved formative assessment and planning				
To revisit and review marking and feedback policy following tracking			An effective marking and feedback policy that is consistent across the school and used effectively by ALL staff to inform future learning				Assessment Lead, Teaching staff and CSC - Bethan Truby and Emma Lloyd

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To continue to develop continuous and enhanced provision that supports learning through skill based activities				Learning walks and monitoring show an increased opportunity for learners to strengthen skills through continuous and enhanced provision					Headteacher, Deputy Headteacher, SLT and AoLE leads
				The enabling adult is used to enhance these skills					Headteacher, Deputy Headteacher, SLT and AoLE leads
To use ESTYN framework to improve consistency of Learning and Teaching				Staff have a greater understanding of the ESTYN framework and its effects on raising standards					Headteacher, Deputy Headteacher, SLT and all staff
To strengthen strategies for differentiation scaffolding, learner independence and challenge for all learners through effective planning and learning opportunities (including missions, mini-missions and provision)				Monitoring and learning walks show an increased opportunity for learners to be independent. Planning shows differentiation, challenge and independence.					Headteacher, Deputy Headteacher, SLT and all staff
				Effective learning environments are created and sustained to develop independence.					
Time for staff to reflect on progression steps, cluster tracking documents for LLC and M+N to rate level of challenge and expectation				All staff have an improved level of understanding around tracking procedures and its importance					Headteacher, Deputy Headteacher, SLT and all staff
To improve attendance practices and support for attendance through the attendance teams and FEO				Improved attendance in line with National targets (95%)					Headteacher, Deputy Headteacher, SLT and all staff

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Milestones

[illegible]

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Impact Evaluation (To be completed during the Review)

Impact/Evaluation	Ways Forward

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Priority Area 2: Raising Standards in Literacy (Reading and Writing)

Strategic Aim- To improve pupil attainment, progress, engagement, and confidence in reading and writing across the school, ensuring all learners make strong progress from their starting points and achieve age-related expectations or better.

To improve provision and outcomes in reading and writing across the school by developing high-quality teaching, strengthening assessment practices, promoting a culture of reading, and ensuring targeted support for all learners.

Initiative 2	Raising Standards in Literacy (Reading and Writing)
Local/Regional/National Priority	Vertical and horizontal collaboration Locally, Regionally and Nationally.
Justifications	The consistency, quality and effectiveness of reading and writing needs improving. There is a need for a whole school reading and writing journey policy. Provision and progression in LLC -a lack of whole school tracking is impacting on this. Further support is required for all staff to work together to create a whole school reading culture. Where progression in LLC is good, staff explore different genres of writing, but this is inconsistent. Progression in long- and medium-term planning for LLC is required in line with class projects. A variety of texts, cultures and styles are explored however this is inconsistent. The love and benefits of reading needs a greater profile amongst families and pupils. The school library is not used effectively or regularly. To embed work undertaken for writing triads. To continue to embed the marking and feedback policy for reading and writing across the school. To ensure the remaining planning for the writing journey is implemented effectively with all classes demonstrating clear, well-sequenced progression. To provide regular and meaningful opportunities for pupils to respond to feedback. To ensure all staff, including support and supply staff, have clear understanding of expectations and consistently implement the writing journey into practice. Book looks show there is a need to raise the expectations for writing, with a focus on challenge and pupils achieving higher standards and depth. Ensure teachers feedback is purposeful and clearly moves pupils learning forward. To monitor and develop cross-curricular literacy and numeracy opportunities. Embedding a deeper understanding of the CPA approach in the younger classes.
Linked to Professional Standards / ESTYN	Pedagogy /Collaboration/Leadership/Professional learning and Innovation

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	IA1 Teaching and Learning The leadership strand will run through the 3 areas for SIP (Leading and Improving IA3)										
Actions	R	A	G	Success Criteria			R	A	G	Finance/Resources	Personnel Responsible
Improve reading outcomes across the school											
Audit current reading provision				Increased percentage of pupils achieving age-related expectations						£3000 for books, reading resources, assessment materials and	Headteacher, Deputy Headteacher, SLT and LLC AoLE Lead
To scrutinise data for all learners				Improved reading engagement and comprehension scores							
Introduce consistent whole class reading approaches				Staff confidence improved and strategies embedded							
Increase opportunities for whole-class reading, reading across the curriculum and reading for pleasure				Pupils regularly apply reading skills in foundation subjects							
Provide Professional Learning on reading, comprehension and reading strategies for all staff				End of year data shows improved attainment and progress.							
				Pupil voice indicates greater enjoyment of reading.							
				Staff survey and lesson observations show impact.							
				Book scrutiny evidences reading activities in all subjects.							
To develop a whole-school culture of reading for pleasure											

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Review reading scheme and audit books				Increased frequency of reading at home and in school leading to positive attitudes towards reading				£15000 for reading scheme and PL	LLC Lead, Library Co-ordinator and Teaching staff
To create a scheme that reflects St Athan for the teaching of reading and home school reading				Increased borrowing rates and reading engagement					
To share reading culture and policy with all stakeholders				To have a shared understanding by all the stakeholders of St Athans culture for learning					
Through APP, staff plan for Giglets to enhance our diverse community through reading/literature				Planning shows pupils explore diverse literature and celebrate the diverse community of St Athan and Wales					
Launch reading initiatives (book clubs, author visits, library development)									
Promote home-school reading through communication and the work of the FEO									
Celebrate reading through events and displays									
Introduce reading ambassadors and pupil leadership									
Develop the Knowledge Nook									
Create a literature rich environment and a true reflection of our learners and community				Improved use of literature in the curriculum and extracurricular activities					LLC AoLE Lead, Family Engagement Officer, all staff and pupil voice.
Use pupil voice to develop the Knowledge Nook so it reflects the opinion of our learners in what they would like available in terms of literature				Regular use of the Knowledge Nook which reflects the wants and needs of our learners					

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To re-launch buddy reading scheme			Children show the ability to read with a range of audiences					
Partnership working with parents and carers								
Reintroduce Reading Café's to share St Athans reading culture			Improved opportunities to engage on literate					Headteacher, Deputy Headteacher, SLT, FEO and LLC AoLE Lead
Re-establish parents working group on story Sacks through work of the FEO			Remove barriers of learning for most vulnerable learners/ families					
Introduce reading buddies (peers and adults with the involvement of governors)			Active use of FEO to improve relationships, opportunities for reading and breakdown of barriers					
Introduce a preschool reading group including Stay and Read through the work of the FEO								
Stay and read invites to parents/carers Consider book swap opportunities for children								
Consider opportunity to change reading books in the holidays								
Questionnaires to gain views of our learners and our community of opinions of reading and writing								
Strengthen phonics teaching through a consistent timetabled approach								
Conduct regular assessment and coaching.			Improved phonics screening outcomes and early reading skills.				£2000 phonics resources and training	FL lead, LLC Lead and HLTAs
Support pupils falling behind with rapid catch-up programmes through Fresh Start Phonics/Interventions/Work of support staff			Improved phonics outcomes and reading fluency					
Introduce Wellcomm for Nursery/ Reception								
Assess early learners speech in order to inform planning and impact reading			Diagnostic testing of learners speech/talk/ language .					Nursery and Reception Teaching Staff and FL Lead
			Planning reflects needs of learner's and activities to support speech and language					

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				Improved speech and language					
To assess in a consistent way									
To work collaboratively (vertically and horizontally) with cluster schools to gain a consistent approach to the teaching of reading and reading culture across the cluster				An effective consistent approach and vision to reading across the cluster					Headteacher, Deputy Headteacher, SLT, LLC AoLE Lead and all staff
All staff understand the expectations for literacy with particular reference to reading and writing				Assessment of reading is accurate and diagnostic measures in place to improve reading outcomes					
All staff use the tracking document effectively				Most learners leave year 6 as functional readers (9y 10 months)					
Staff to assess childrens reading through a diagnostic assessment				Pupils are well assessed and planning/interventions meet the needs of all learners for them to improve					
Continue the use of GL assessments for reading to inform future teacher planning and pupil progress.				A consistent approach to the assessment of reading					
Scrutinise data and consider interventions where appropriate for appropriate learners									
To introduce interventions according to the data - with support staff running interventions									
Improve writing attainment and progress across all year groups									
Develop a consistent writing framework - St Athan Writing Journey				Increase in pupils achieving and greater depth in writing				£1500 for writing resources and moderation materials. £1000 resources for spelling programme	Headteacher, Deputy Headteacher, SLT, LLC Lead and Teaching staff
Staff to undertake further training to explore writing opportunities				Improved quality and consistency of writing					
Moderate writing regularly.				Pupils have the opportunity to write in a meaningful, purposeful and progressive way in a variety of genres					

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Explicitly teach grammar, vocabulary, sentence structure and composition.				Improved spelling, grammar and handwriting					
Increase extending writing opportunities across the curriculum.				Improved accuracy and presentation in writing					
Deliver structured spelling programme and handwriting approach				Assessment data reflects accelerated progress.					
Strengthen teacher expertise in literacy teaching									
Deliver high-quality Professional Learning on reading comprehension, phonics, vocabulary development and effective writing instruction.				Improved teaching quality observed through lesson observations and learning walks.				£2500 CPD Budget	Headteacher, Deputy Headteacher, LLC AoLE Lead and External Consultants
Facilitate peer observations and coaching.									
Ensure effective interventions for vulnerable learners									
Identify pupils requiring additional support through effective assessment				Target groups clearly identified				£4000 intervention programmes and staffing support	ALNCo, LLC Lead and Intervention Staff
Implement targeted reading and writing interventions where necessary.				Identified pupils make accelerated progress.					
Monitor progress half-termly.				Gaps between groups begin to close.					
Engage parents in supporting literacy development				Interventions demonstrate measurable gains					
Strengthen assessment and tracking of literacy progress									
Half-termly data reviews and pupil progress meetings				Evidence of assessment informing teaching					Deputy Headteacher and LLC AoLE Lead

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Use assessment to inform teaching								
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Milestones

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Impact Evaluation (To be completed during the Review)

Impact/Evaluation	Ways Forward

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Priority Area 3: To strengthen Leadership, Self-Evaluation and School Improvement.

Strategic Aim- To strengthen self-evaluation and school improvement processes through robust monitoring, evaluation and accountability systems that lead to improved pupil progress, consistently high expectations, and raised standards across the school.

Initiative 3	Leadership, Self-Evaluation and School Improvement
Local/Regional/National Priority	Collaborations across the authority and wider community
Justifications	Evidence gathered indicated variability in the consistency and impact of teaching, learning and assessment across the school. While many strengths are evident, monitoring has identified the need to strengthen self-evaluation processes so that they are more rigorous, evidence-informed and consistently focused on improving outcomes for all, all levels including AoLE leadership Need to develop greater accountability at all levels by ensuring leaders and staff use first-hand evidence to evaluate the impact of teaching on pupil progress, identify priorities for improvement and take timely action. Monitoring activities need to move beyond compliance and focus more sharply on the quality of learning, progress over time and the effectiveness of classroom practice. Strengthening self-evaluation and accountability will enable all leaders to identify strengths and areas for development with greater precision, provide targeted professional learning and ensure that improvement actions lead to measurable gains in pupil progress and wellbeing. This priority aligns with the Welsh Governments expectations for effective self-evaluation and improvement planning, supporting the schools commitment to equity, excellence and continuous improvement through robust monitoring, evaluation and professional dialogue.
Linked to Professional Standards / ESTYN	Pedagogy /Collaboration/Leadership/Professional learning and Innovation IA1 Teaching and Learning The leadership strand will run through the 3 areas for SIP (Leading and Improving IA3)

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Actions	R	A	G	Success Criteria	R	A	G	Finance/Resources	Personnel Responsible
Review and refine the schools self-evaluation cycle to ensure all monitoring activities are linked directly to pupil outcomes				Self-evaluation calendar drafted.				Staff Meeting Time	Headteacher, Deputy Headteacher, SLT and Governors
				Monitoring activities completed according to schedule.					
				Findings clearly inform SIP priorities and actions.					
Develop a robust annual monitoring schedule including fortnightly learning walks, book scrutiny, pupil voice and data analysis where months begin with book looks.				Monitoring schedule published.				Release time for leaders	Headteacher, Deputy Headteacher and SLT
				Monitoring completed termly.					
				Evidence demonstrates improved consistency in teaching and learning.					
Establish clear success criteria and measurable outcomes for all SIP priorities				Criteria identified for all priorities.				Staff Meeting Time	Headteacher, Deputy Headteacher and SLT
				Progress reviewed termly.					
				Majority of success criteria achieved by end of year.					
To increase staff visibility across the school, both around the school and beyond									
Strengthen MER to include more regular learning walks and visibility of SLT Strength MER for all leaders									
				Leaders trained in monitoring processes.				Professional Learning Budget	Headteacher, Deputy Headteacher, SLT and

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Strengthen middle leader accountability through regular monitoring, evaluation and planning and input into SER and MER			Leaders complete monitoring and action plans.					AoLE Leads
			Monitoring evidence shows improvements in standards across subjects.					
Improve use of assessment data to identify trends, target intervention and monitor pupil progress			Data analysis meetings established.				Assessment Systems and Intervention resources	Headteacher, Deputy Headteacher, SLT and Assessment Lead
			Increased proportion of pupils making expected or better progress					
			Data analysis meetings established.					
Continue with regular pupil progress meetings focused on attainment, progress and vulnerable groups, with the emphasis on future planning.			Meetings scheduled and ways forward identified.				Staff release time	Headteacher, Deputy Headteacher and class teachers
			Actions recorded and monitored.					
			Gaps in attainment reduced across key groups.					
Ensure all staff understand and apply high expectations for teaching, learning, behaviour and presentation			Expectations reviewed with staff.				Staff training budget	Headteacher, Deputy Headteacher and SLT
			Monitoring shows increasing consistency.					
			High standards evident across all classes					
To improve opportunities to share SER and SIP with all stakeholders with planned opportunities for involvement by all leaders			An improved involvement of all stakeholders for SIP and SER					

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Report monitoring findings and progress towards SIP priorities to governors each term				Reports submitted.			Governor training budget	Headteacher, Deputy Headteacher, SLT and Governors
				Governor's challenge and support improvement actions.				
				Governors can evidence impact of school improvement work.				

Milestones

[illegible]

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Impact Evaluation (To be completed during the Review)

Impact/Evaluation	Ways Forward

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