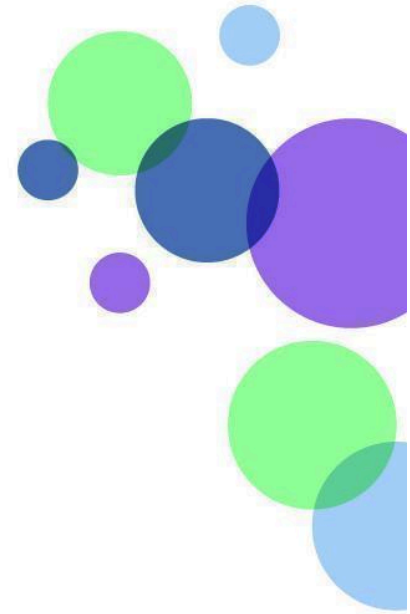




Ysgol Gynradd
Cwrt Rawlin
Primary School

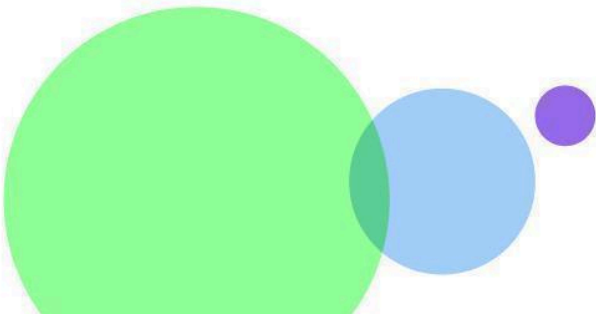


School Improvement Overview 2025 - 2026

At Cwrt Rawlin Primary School, our school improvement processes place pupil progress, high-quality provision, and wellbeing at the heart of everything we do. Through a strong and effective approach to self-evaluation, involving pupils, staff, parents, governors, and partners, we continually strengthen and develop our culture of learning and improvement.

We have robust, evidence-based systems in place to review all aspects of school life. These enable us to gain a clear understanding of pupils' learning experiences and to track their progress carefully. By gathering and analysing this information, we are able to identify what is working well and where further development is needed.

The evidence we collect informs our school improvement priorities, supports accountability and transparency, and underpins our work as a learning organisation.



School Improvement Area	
<p>To develop highly effective teaching practices where PEDAGOGY is the fundamental driver for consistent, high-quality teaching and learning across the school.</p>	<ul style="list-style-type: none"> ● Ensure consistency in approach to mental maths practice across the school to ensure pupils develop key numbers skills. ● Establish and develop provision to promote Mathematical independent learning skills. ● Implement pupil progress meetings as part of assessment practice to ensure all teachers/ leaders ensure all pupils make progress and where they do not, identification is part of an effective process. ● Foundation Learning Environments: develop classroom provision, including the breadth of learning experiences in the Foundation Learning classes, ensuring that practice supports the development of independent learning skills. ● Phonics provision: strengthen the teaching and learning of phonics and spelling through a systematic approach that ensures continuity and progression across the Foundation Learning setting.
<p>To develop highly effective targeted intervention practices which raise standards in literacy (spelling/reading), numeracy (basic concepts) and health and well being across the school.</p>	<ul style="list-style-type: none"> ● Develop the role of the new whole school Intervention Teaching Assistant through high quality professional learning to enable intervention delivery. ● Develop (continue to) an intervention space in the school (The Haven) as a learning environment that supports the emotional health and wellbeing of pupils, as well as supporting pupils' literacy and numeracy skills through the delivery of interventions. ● Continue to develop a whole school approach to relational pedagogy and conflict resolution through Wales Restorative Approaches principles & practice as part of cluster collaboration.
<p>To design and implement a whole-school progressive, concept-led curriculum that meets the needs of all learners.</p>	<ul style="list-style-type: none"> ● Involve all stakeholders (teachers, parents, pupils and governors) in contributing to the vision of the Cwrt Rawlin curriculum ● Design long term concept thematic curriculum over a two year cycle - developed with a clear view of intended skills, knowledge and understanding. ● Develop a bespoke Early Years curriculum that aligns with the curriculum for non-maintained settings. ● Develop consistent approaches to medium-term planning that supports staff in sequencing learning for depth. ● Develop staff understanding of the new Cwrt Rawlin curriculum design, including how to plan for and assess pupil progress.
<p>To develop leaders at all levels, ensuring that all leaders drive school improvement.</p>	<ul style="list-style-type: none"> ● Ensure there are clear roles and responsibilities defined for all school leaders. ● Secure leadership roles and responsibilities to support growth and ensure that all leaders are aware of the underpinning principles of effective school leadership.

