

Maes yr Haul Primary School Ysgol Gynradd Maes yr Haul



*Tyfu gyda'n gilydd, dysgu am byth
Growing together, learning forever*

School Improvement Plan 2025 – 2026

Contextual Information September 2025

Maes yr Haul Primary School is located on the Broadlands housing estate to the west of the main town centre. Maes yr Haul is very popular with families who live on or near Broadlands with a number of children joining us during their time in primary school education, not having initially started with us in Nursery. The number on roll is currently just over 450, having seen a slight reduction in our usual intake since the pandemic. Pupils are organised into 15 classes, an average of two classes per cohort plus a large 'double' Nursery unit. Most year groups are around 60 pupils and so comprise two classes with mixed-age classes in some parts of the school where cohorts are either notably larger or smaller.

The school was last inspected in October 2024. The report emphasised the caring and inclusive ethos across the school, excellent behaviour of pupils and strong leadership development. Estyn highlighted ALN support as a strength of the school, together with stimulating curriculum provision, opportunities for pupils to influence their learning and good progress in development of literacy, numeracy and digital skills.

The report made recommendations to ensure that learning experiences challenge all pupils sufficiently, ensuring that the curriculum fully reflects the purposes of Curriculum for Wales and to further improve pupils' Welsh oracy skills. These were all areas which school leaders and the Governing Body were already fully aware of and were already our School Improvement Plan for 2024-25. Work towards these aims continues into this year and continue to feature within this year's School Improvement Plan.

There are currently around 60 staff in the school, including teachers and support staff, administration, site supervision, kitchen, cleaning and supervisory roles. With such a large number of staff, there are regular changes of staffing, which is beneficial in terms of keeping fresh ideas and interests coming into the school and also can be challenging in seeking to maintain continuity of pedagogical approaches and training. Following introduction of the ALN reform bill, very few pupils are identified as having additional learning needs, significantly lower than previous figures. The proportion of pupils eligible for free school meals is currently around 10%, almost double the proportion before the pandemic. The school building is well maintained with ongoing improvements made to indoor and outdoor facilities to reflect current curriculum needs.

Broadlands is a modern residential area but with few community facilities on the estate; the school endeavours to be the hub of the community and enjoys positive relationships with community groups. Children come from a range of socio-economic backgrounds and parents are generally very supportive of the school, attending events such as parent consultations, family sharing events and sporting activities. The school enjoys positive and purposeful relationships within the community and outside agencies, including engagement within networks of professional practice, offering a wide range of sporting and creative opportunities for our pupils to enjoy. The school aims to provide a safe, vibrant and positive learning environment for success, broadening pupils' experiences and raising pupils' self-esteem and performance. This is captured in our vision statement; "to nurture, inspire, support and challenge all pupils to reach their full potential".

Summary Evaluation of SIP 2024-25

Teaching and Learning

Target 1: Continue to improve pupil progress in cross-curricular skills.

Good progress has been made in improving pupil outcomes across key skill areas. The implementation of *Cymraeg Bob Dydd* has been consistent and monitoring through the year as evidenced a positive impact on Welsh oracy. Core approaches to extended writing are developing well, with staff sharing good practice, examples of pupils work and refining genre mapping to better facilitate a deeper understand of those being studied. Initial training on the five mathematical proficiencies and CPA approach has increased staff awareness, and a new commercial scheme of work is being introduced to support this. In digital competence, staff have identified areas for improvement in Citizenship and have begun strengthening provision through assemblies and parent guidance. Overall, pupil progress is being supported through targeted planning, professional learning, and collaborative evaluation.

Target 1 Actions carried forward into SIP 25-26:

- Continue to ensure that pupil's confidence and progress in Welsh oracy is strengthened through daily practice within *Cymraeg Bob Dydd* (CBD) sessions, in assemblies and throughout the school. (*Estyn Recommendation 3*)
- Review quality of pupil's extended writing to further assess impact of revised genre plans and increased focus on spelling and grammar.
- Continue to improve pupil's competence in demonstrating the five proficiencies in mathematics, supported by the CPA approach and introduction of a new commercial scheme.
- Continue to further support pupil progress in DCF citizenship, providing additional support and information to families.

Target 2: Consolidate and improve pedagogy to promote effective learning behaviours and integral skills in line with Curriculum for Wales ethos.

Progress has continued in refining pedagogical approaches, particularly around feedback, independence, and pupil voice. Many good examples of practice have been observed, but there is more work to do to build consistency and progression throughout the school. SLT have updated progression documents and staff have engaged in professional learning around metacognition and self-efficacy. Feedback walls are increasingly visible in classrooms and pupil panel meetings have helped identify areas for further development. Work on collaboration is progressing, with group roles being finalised and buddy class initiatives underway. Staff have received training on managing ADHD and ASD, with a graduated response toolkit now in use. Cross-cutting themes such as Human Rights and Diversity are being embedded into topic planning, supported by external partnerships like DARPL.

Target 2 Actions carried forward into SIP 25-26:

- Further develop consistency and progression across the school in strategies to strengthen pupil independence and collaboration, and ensure all pupils are being challenged sufficiently. (*Estyn Recommendation 1*).
- Further strengthen the effective use of feedback to pupils and pupil voice to influence learning opportunities.

- Further enhance provision for cultural diversity throughout the curriculum. (Estyn Recommendation 2)

Wellbeing, Care, Support & Guidance

Target 3: Wellbeing - Consolidate approaches to improving pupil and staff wellbeing.

The school continues to adopt a proactive and responsive approach to wellbeing. Pupil surveys have highlighted sleep as a widespread issue, and the SHRN trial provided some further insights. Staff wellbeing is being supported through professional learning on AI and ongoing feedback mechanisms, with updates to the Staff Welfare Charter planned. Anti-racism work has progressed through leadership engagement with DARPL, and curriculum planning is being reviewed to ensure age-appropriate opportunities. Attendance initiatives are ongoing, with improved data tracking and communication with families contributing to positive trends.

Target 3 Actions carried forward into SIP 25-26:

- Strengthen provision to improve diversity across the curriculum with effective professional learning to support all staff.
- Continue to review and update the Staff Welfare Charter
- Improve information and support to parents, to help maintain positive wellbeing, effective learning support and improved attendance.

Leading and Improving

Target 4: Continue to strengthen high quality leadership throughout the school.

Leadership remains a strength, with the new SLT structure now embedded and contributing effectively to school improvement. The updated *@teb* self-evaluation framework has been shared with staff and is being used to align monitoring and review activities. The Family Engagement TLR has developed an action plan informed by stakeholder feedback, although website updates have been delayed. Assessment practices are being strengthened through professional learning and cluster collaboration, and governors are increasingly involved in self-evaluation. School council participation is growing, and partnerships with other schools are supporting leadership development and shared improvement priorities.

Target 4 Actions carried forward into SIP 25-26:

- Provide further regular professional learning opportunities for staff to enhance pedagogy around assessment techniques, greater diversity within provision and development of five proficiencies.
- Update areas of the school website to improve parental engagement and signposting support information.
- Strengthen impact of school pupil committees and Governing Body involvement in school self-evaluation.

School Improvement Priorities 2025-26

Teaching & Learning (IA1) Continue to support pupils' skills development and progress through high quality approaches to teaching and learning.				National Mission: 1, 4, 6	Lead Staff: HT, DHT, AHT, Curriculum Lead		
<p>Rationale: Teaching throughout the school is consistently good and better and “...nearly all pupils... make appropriate progress in literacy, numeracy, and digital skills from strong starting points”. (Estyn 2024). However, in a minority of lessons “independent activities do not challenge pupils sufficiently, which can limit their progress”. Leaders have considered the observations that informed this conclusion and discussed with stakeholders and school improvement partners. The Foundation Learning principles were at an early stage of consideration at the time of the inspection and, along with research and expert guidance, will provide the framework and scaffold to support reflective practice and continuous improvement on relevant aspects of pedagogy. This will ensure that high-quality teaching and learning consistently provides appropriate challenge for all learners, including the more able and those with additional needs, securing equitable progress and maintain the school’s strong outcomes. School Self Evaluation previously highlighted the need to improve pupils’ numeracy skills (i.e. five proficiencies) and provision specifically in RVE as part of the Humanities AoLE, helping to broaden diversity within our curriculum provision.</p>							
Theme	Objectives / Success Criteria	SER	Activities (& other Lead Staff)	Milestones	Resources / Cost	Eval.	Update / RAYG
T1 Challenge & Pace	1. Ensure that learning activities challenge all pupils sufficiently (<i>Estyn R1</i>)	T2 T3 T6 T10 L5	Continue to develop progressive application of Foundation Learning principles through: a. Enabling adults – evaluate and provide further PL on roles of support staff and impact in supporting / extending learning, challenge and assessment. b. Engaging experiences – ensure that planned activities are developmentally appropriate, providing appropriate challenge and opportunities for child-led learning. Review and provide PL around differentiation strategies. c. Effective environments - improve planning for ‘open-ended play’ to ensure opportunities for additional challenge. Discuss / agree expectations for classroom environments, e.g. learning walls.	All Year	Staff meetings*	Staff discuss Learning Walk L2L Learning Walk	

* see Termly events diary

Theme	Objectives / Success Criteria	SER	Activities (& other Lead Staff)	Milestones	Resources / Cost	Eval.	Update / RAYG
T1 Challenge & Pace (continued)	2. Further strengthen pupil independence and effective collaboration.	T8	<ul style="list-style-type: none"> a. Introduce updated 'Independent Learners' progression to clarify expectations at different ages. b. Ensure that classroom environment fosters purposeful opportunities for learner-led activities. c. Ensure that planned activities facilitate progressive collaboration skills e.g. problem solving, challenges. 	Autumn Spring Summer	Staff meetings*	Staff Discuss L2L Learning Walk	
	3. Further consolidate opportunities for pupils to influence their own learning.	T9	<ul style="list-style-type: none"> a. Introduce new Pupil Voice / Choice progression. b. Ensure that pupil activities afford regular opportunities for them to influence their learning. c. Ensure that pupil committees contribute meaningfully to school evaluation activities. 	Autumn	Staff meetings*	Staff Discuss L2L	
T2 Diversity	1. Improve RVE provision to better reflect a modern Wales. (<i>Estyn R2</i>)	C11 C12 C14 C16	<ul style="list-style-type: none"> a. INSET PL for all staff - 'Inspiring RVE'. b. Staff to revise topic planning to improve RVE provision. c. Adapt & update medium term plans to improve breadth and progression of RVE and Diversity. d. Organise and update resources to support RVE planning. e. Update Equality & Diversity policy and procedures (collab with Oldcastle Primary) 	Autumn Termly Termly Termly	INSET (£1000) Staff meetings* Team Release (6 days) SLT Meeting	Topic plans L2L Planning review GB	
T3 Numeracy Skills	1. Improve pupil skills in the 'Five Proficiencies'.	S19 S21	<ul style="list-style-type: none"> a. Introduce 'White Rose' scheme and agreed 'non-negotiables' to ensure consistent approach. b. Support staff to manage differentiation and balancing mastery / pace of progress. c. Review topic 'blocks' throughout the year, adapting to any emerging issues. 	Autumn Termly As Req. Termly	Staff meetings*	L2L Lesson Obs Book Look	
	2. Develop staff pedagogy in using the CPA approach.	L5	<ul style="list-style-type: none"> a. Regular support / review meetings to support development of CPA, and identify / address any resource or teaching implications. 	Ongoing	Staff meetings*	Lesson Obs	

* see Termly events diary

Theme	Objectives / Success Criteria	SER	Activities (& other Lead Staff)	Milestones	Resources / Cost	Eval.	Update / RAYG
T4 Assessment Strategies	1. Improve teacher confidence and effective use of formative assessment techniques.	T3 T4 T5 A26	Provide PL on effective formative assessment techniques, drawing on work of Dylan William, Shirley Clark and John Hattie; a. Ensure staff have clear understanding of how best to structure LO and SC and co-construction. b. Explore techniques to identify prior-knowledge & progress, e.g. open-ended questions, cold-calling, exit-tickets. c. Professional discussion / reflection on effectiveness of their feedback – is it moving learning forwards. d. Strengthen use of peer and self-assessment to help improve pupil independence and collaboration.	Ongoing	Staff meetings* AHT / DHT Leadership Release	Staff feedback Lesson Obs Learning Walk L2L	

* see Termly events diary

Wellbeing, Care, Support & Guidance (IA2)				National Mission:	Lead Staff:		
Continue to develop provision to maintain and improve pupil and staff wellbeing.				1, 4, 6	HT, DHT, Wellbeing Lead		
Rationale: This continues to be a strength of the school, reflected in both the 2018 and 2024 Estyn inspection reports, emphasising a well embedded ethos of wellbeing and mutual respect in a caring and inclusive environment. The school also benefits from positive relationships with a range of external partners. Over recent years, the school has faced increasing expectations to play a proactive role in supporting not only pupils but also their families, especially in areas such as rising mental health concerns, additional learning needs and behaviour. In order to further build on existing practice, a new leadership role was created to ensure that family engagement and pupil wellbeing had a more prevalent role in strategic development going forwards, with a current focus on improving communication and support to families in need. This will help to further promote improved pupil and staff wellbeing, behaviour and improved outcomes.							
Theme	Objectives / Success Criteria	SER	Activities (& other Lead Staff)	Milestones	Resources / Cost	Eval.	Update / RAYG
W1 Family Engagement	1. Improve information to families to help build support in pupils' learning.	S20 L11	a. Update website to provide additional signposting for families on literacy, numeracy, DCF skills b. Update website to provide additional signposting for aspects of welfare support.	Autumn	Website update	Website Parent feedback	
	2. Further develop opportunities for families to be involved in regular school activities.	L11	a. Increase number of family engagement events to support topics such as basic skills, online safety. b. DHT to arrange for repeat online safety workshops through BCBC. c. DHT to liaise with Literacy/Numeracy AOLE teams re further FE work/learning.	Ongoing	TLR release (1/2 day per week)	Attendance. Parent feedback	
	3. Further develop opportunities to support vulnerable families.	CS4 L11	a. Work with BCBC FEO to co-ordinate direct support to specific families. b. Increase opportunities to support families through targeted group activities (e.g. toileting)	Ongoing Termly	TLR release (1/2 day per week)	Feedback from FEO	
W2 Staff Wellbeing	1. Further develop opportunities to support staff wellbeing and review workload arrangements.		a. Update and agree Staff Welfare charter. b. Conduct staff survey for wellbeing. c. Behaviour and relationships training – to improve how staff deal with challenging behaviour and ensure a consistent approach. d. Staff to undertake professional reading/research to further support revised pupil/staff wellbeing activities. e. Develop a plan regarding improving the `community` of Maes yr Haul with full staff involvement, through staff meeting time.	Ongoing Spring Term Spring Term/on going Monthly	No direct cost besides use of staff time	Feedback /surveys of all staff	

		<ul style="list-style-type: none"> f. Form a staff committee who would liaise with SLT regarding staff events and concerns raised – invited to SLT meetings. g. Increased frequency of LSO meetings and half-termly drop in available for LSOs. h. Share plans and relevant data with GB. 	Half-termly			
W3 Pupil Wellbeing	1. Further develop opportunities to support pupil's emotional and physical wellbeing.	<ul style="list-style-type: none"> a. Review format and effectiveness of current pupil wellbeing survey (Aut/Spring cycle) b. Review and update school Behaviour policy, school ethos, creating a consistent script for all staff to use with pupils and each other. c. De-escalation strategies to be implemented and used as a consistent approach. d. Review school `wellbeing toolkit` for effectiveness and develop a consistent MyH offer. e. Further ALN training for staff around neuro diversity within pupils and having an ASD friendly approach by all. f. Share all plans and data with GB. 	Ongoing	ALNCO time/CART team bookings (no cost to school)	Feedback /surveys of all staff/stakeholders,	Utilise wellbeing governor to support this process

Leading & Improving (IA3) Continue to strengthen high quality leadership throughout the school.	National Mission: 2, 4	Lead Staff: HT, DHT, Wellbeing Lead, Governors
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Rationale: This continues to be a strength area of the school, with a well-established leadership team and supported by well-informed and committed Governing Body. Staff are well-supported in developing their leadership skills and senior teachers make research-informed decisions to drive improvement. This was reflected in the 2024 Estyn inspection. Our commitment to collaboration, both in Initial Teacher Education and other schools within / beyond our cluster continues to provide opportunities for sharing effective practice, ideas and innovation within the school. This proactive approach supports student teachers, helps to develop future school leaders and ensures sustainability and succession planning within the school. To continue to strengthen our practices, we need to continue to facilitate and promote a culture of continuous improvement, where leadership is not only strategic but also collaborative and responsive to the needs of the whole school community, involving stakeholders to strengthen school self-evaluation.

Theme	Objectives / Success Criteria	SER	Activities / Lead Staff	Milestones	Resources / Cost	Eval.	Update / RAYG
L1 Collaboration	1. Facilitate and promote greater involvement of pupils, parents and governors in school self-evaluation.	CS11 L3 L8 L9	a. SLT to work with pupil committees to ensure that each are involved in school evaluation activities, have some agreed goals, and provide regular feedback to parents and governors., b. All link governors to visit school to see 'curriculum in action', discuss progress with C4W Team and feed back to GB c. Establish parent panel to provide feedback across a range of school self-evaluation topics.	Autumn All Year Autumn	Staff release time (1/2 day per week) GB time Leaders release time	Pupil feedback GB minutes Parent feedback	

Outline Strategic Plan for 2026/27 - 2027/28
(Priorities are subject to change if necessary to respond to changing need)

Aims & Aspirations 2026-2027	Aims & Aspirations 2027-2028
<p>Teaching and learning (IA1)</p> <ul style="list-style-type: none"> • Further develop progression within each of the AoLEs • Staff training to improve quality of provision in SciTech & Humanities • Further embed five proficiencies in mathematics • Continue to embed cross-cutting themes and provision for integral skills. • Continue to consolidate approaches to effective assessment. • Continue to strengthen pedagogy aligned to Foundation Learning, ALN and effective behaviour management. <p>Well-being, care, support and guidance (IA2)</p> <ul style="list-style-type: none"> • Continue to improve attendance • Further enhance / embed family engagement & support. • Review pupil wellbeing measures & staff welfare charter <p>Leading and improving (IA3)</p> <ul style="list-style-type: none"> • Review and update medium term planning to ensure good breadth and balance across AoLEs. • Review impact of Cross-Cutting themes across the curriculum and strengthen if/where necessary. • Continue to embed school self evaluation processes with range of stakeholders. • Review effectiveness of assessment strategies • Continue to embed coaching skills and research methodology • Further strengthen SLT roles with school self-evaluation and pastoral support. 	<p>Teaching and learning (IA1)</p> <ul style="list-style-type: none"> • Further develop progression within each of the AoLEs • Staff training to improve quality of provision in Health & Wellbeing & Literacy • Secure approaches to five proficiencies in mathematics • Continue to embed cross-cutting themes and provision for integral skills. • Continue to consolidate approaches to effective assessment. • Continue to strengthen pedagogy aligned to Foundation Learning, ALN and effective behaviour management. <p>Well-being, care, support and guidance (IA2)</p> <ul style="list-style-type: none"> • Continue to improve attendance • Further enhance / embed family engagement & support. • Review pupil wellbeing measures & staff welfare charter <p>Leading and improving (IA3)</p> <ul style="list-style-type: none"> • Review and update medium term planning to ensure good breadth and balance across AoLEs. • Review impact of Cross-Cutting themes across the curriculum and strengthen if/where necessary. • Continue to embed school-self evaluation processes with range of stakeholders. • Review effectiveness of assessment strategies • Continue to embed coaching skills and research methodology • Further strengthen SLT roles with school self-evaluation and pastoral support.

Other School 'Maintenance' Priorities 2025-26
*(More detailed information on these are provided in separate plans
and are not part of the School Improvement Plan)*

Priority Area	Theme	Key Objectives
Teaching & Learning (IA1) Continue to support pupils' skills development and progress through high quality approaches to teaching and learning.	Welsh	<ul style="list-style-type: none"> Continue to improve pupils' Welsh oracy skills through daily practice and higher profile throughout the school. <i>(Estyn R3)</i>
	Literacy	<ul style="list-style-type: none"> Continue to ensure that Get Writing / Talk for Writing strategies are embedded in classroom practice. Continue to review and evaluate impact of updates to genre and spelling plans.
Wellbeing, Care, Support & Guidance (IA2) Continue to develop provision to maintain and improve pupil and staff wellbeing.	Pupil & Staff Wellbeing	<ul style="list-style-type: none"> Continue to review, refine and improve strategies to maintain and improve pupil wellbeing and behaviour. Continue to review, refine and improve strategies to maintain and improve staff wellbeing and work/life balance.
	Attendance	<ul style="list-style-type: none"> Continue to promote improved school attendance.
Leading & Improving (IA3) Continue to strengthen high quality leadership throughout the school.	Collaboration	<ul style="list-style-type: none"> Continue to explore positive opportunities for effective collaboration with other schools and external agencies. Continue to review effectiveness of MER strategies, manageability and impact.
Premises / Health & Safety	Indoor	<ul style="list-style-type: none"> Re-locate and refresh junior library. Review, refresh and update corridor furniture / displays Install lockdown alarm signals to enable emergency protocols
	Outdoor	<ul style="list-style-type: none"> Seek funding to replace astroturf lighting and install basketball court. Arrange for service of metal trim trail and replace part of the infant wooden trail.