Maes yr Haul Primary School
Ysgol Gynradd Maes yr Haul

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

School Improvement Plan
2026 – 2027

Updated: 14/09/2026

Contextual Information September 2026

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 marked reduction in our Nursery numbers since the pandemic. Pupils are organised into 15 classes, an average of two classes per cohort plus a large 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 provision for Additional Learning Needs 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's recommendations reflected priorities that the school had already identified and were already reflected in the School Improvement Plan at the time. Staff and leaders have continued to make good progress against these areas, for example, being awarded the Siarter Iaith Silver Award in June 2026. We continue to review and update our curriculum to ensure that it meets the changing needs of learners in our community; we continue to prioritise staff and learner wellbeing and ensure that school provision fully challenges all our learners to make their best progress across the curriculum.

There are currently around 60 staff in the school, including teachers, 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 but also creates ongoing challenges to school leaders to ensure continuity of pedagogical approaches, protocols and policy. The number of children with identified Additional Learning Needs has grown significantly in recent years, which also presents substantial challenges both in terms of funding to successfully support individual learners needs, as well as relevant training for staff to seek to best meet those diverse needs. The proportion of pupils eligible for free school meals increased after the pandemic, but is currently under 10% having subsequently reduced since the introduction of Universal Free School Meals. The school building is 25 years old and well maintained throughout. Our large outdoor space includes a range of opportunities for learners of different ages and interests including a nature garden, sports field, fitness equipment and outdoor classrooms.

Broadlands is a relatively 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 2025-26

Priority Area 1: Teaching and Learning (IA1)

Continue to support pupils' skills development and progress through high quality approaches to teaching and learning.

School provision in this area continues to be a strength. Good progress has been made in developing teaching and learning through a range of initiatives designed to improve challenge, independence and pupil outcomes. Foundation Learning principles have strengthened staff understanding of enabling adults, effective learning environments and developmentally appropriate learning experiences, leading to greater consistency in planning and provision. Work to improve diversity within the curriculum, particularly through enhanced RVE provision and revised topic planning, has been implemented successfully and is increasingly evident within pupils' learning experiences. The introduction of White Rose Mathematics and the development of the CPA approach have improved mathematics provision and increased staff confidence in developing pupils' understanding of the five proficiencies. Opportunities for pupil voice and choice continue to be strengthened through topic development and development of enquiry-based approaches. Whilst progress has been positive, further work is required to ensure that challenge, pupil independence and collaboration are consistently embedded across all classes. Planned revision and professional learning around formative assessment and assessment-for-learning strategies was intentionally postponed in order to prioritise whole-school behaviour and relationships work and will therefore form a key priority within the 2026–27 School Improvement Plan.

Key Themes carried forward into SIP 26-27 (IA1)

High Quality Teaching & Assessment - Further develop consistent approaches to teaching, challenge and formative assessment, ensuring that all pupils are actively engaged in their learning and make strong progress.

Curriculum & Learning Experiences - Continue to refine curriculum planning and learning environments to provide engaging, inclusive and authentic learning experiences that reflect Curriculum for Wales and the diverse world in which pupils live.

Core Skills Development - Further strengthen pupils' literacy, numeracy and Welsh language skills, with particular focus on reading development and the effective application of mathematical proficiencies.

Priority Area 2: Wellbeing, Care, Support & Guidance (IA2)

Continue to develop provision to maintain and improve pupil and staff wellbeing.

School provision in this area remains a strength of the school. Family engagement activities were generally well attended, and our new Family Engagement Officer was able to provide additional support to a number of vulnerable families. Plans to further extend these opportunities were hindered by staff absences and will therefore carry forward into the 2026–27 SIP. Staff have received further training and support in behaviour management, with policies and protocols being reviewed to ensure that these developments are reflected in whole-school practice and documentation. Staff wellbeing systems, including the updated Welfare Charter and opportunities for staff voice, are now well established.

Pupil wellbeing is generally very good across most of the school and has been further strengthened using more consistent behaviour approaches and shared strategies across staff. However, the emotional needs of a growing minority of pupils continue to present increasing challenges and will require further attention during the coming year. This will include strengthening existing wellbeing resources, providing additional training, and ensuring the availability of well-trained staff to support individual pupils where possible. Further professional learning to enable all staff to effectively support pupils with neurodiversity and sensory needs is planned for the coming year. Attendance has continued to improve across the school and is above 94% in many classes. However, a notable gap remains for pupils eligible for free school meals and those with English as an Additional Language, which will be a focus for the year ahead.

Key Themes carried forward into SIP 26-27 (IA2)

Family Engagement & Attendance - Strengthen partnerships with families through improved communication, targeted support and increased opportunities for engagement, helping to improve attendance, wellbeing and pupil outcomes.

Wellbeing & Inclusion - Enhancing provision for wellbeing, behaviour, self-regulation and neurodiversity through consistent whole-school approaches and staff development.

Priority Area 3: Leading & Improving (IA3)

Continue to strengthen high-quality leadership throughout the school.

Leadership continues to be a strength of the school. Senior leaders have clear areas of responsibility, and newer members of the leadership team are developing confidence and demonstrating increasing impact in their roles. Opportunities for distributed leadership remain a key feature of the school, with staff encouraged to develop leadership skills across a range of areas, e.g. developing Welsh Language. Through self-evaluation processes, leaders have identified and responded to priority areas for improvement throughout the year. While leaders continue to seek greater involvement from all stakeholders in these processes, competing demands on time remain a challenge. Feedback from staff, pupils, parents and governors is used constructively to inform improvement planning, contributing to developments including enhanced behaviour training for staff, improvements to pupil wellbeing provision, and strengthened transition arrangements both within the school and across the cluster. Staff engagement in professional networks continues to support both school and national priorities, resulting in notable progress in areas such as curriculum development and the implementation of the five proficiencies in mathematics.

Key Themes carried forward into SIP 26-27 (IA3)

Self-Evaluation & Stakeholder Engagement - Strengthening self-evaluation through meaningful involvement of pupils, parents, staff and governors, ensuring that stakeholder feedback continues to inform school improvement priorities.

Leadership, Professional Learning & Collaboration - Continue to develop leadership capacity through professional learning, practitioner enquiry and collaborative working with internal and external partners.

School Improvement Priorities 2026-27		
Priority Area	**Theme**	**Key Objectives**
Teaching & Learning (IA1) Continue to support pupils' skills development and progress through high-quality approaches to teaching and learning.	**T1 Enquiry, Learner Agency & Effective Pedagogy**	1. Further develop pupil enquiry, independence and learner agency through curriculum design and classroom practice.
	T2 Curriculum, Diversity & Learning Experiences	1. Refine curriculum provision to provide authentic, inclusive and progressive learning experiences that reflect a modern Wales.
	T3 Core Skills	1. Review and further develop reading provision to improve pupil engagement, fluency, comprehension and wider literacy outcomes. 2. Further develop mathematical understanding through effective application of CPA approaches and the Five Proficiencies.
Wellbeing, Care, Support & Guidance (IA2) Continue to develop provision to maintain and improve pupil and staff wellbeing.	**W1 Family Engagement & Attendance**	1. Further develop targeted approaches to improve attendance and engagement for vulnerable learners, particularly FSM and EAL pupils.
	W2 Wellbeing & Inclusion	1. Further develop provision for emotional wellbeing, resilience and self-regulation to support positive outcomes for all learners. 2. Further develop staff confidence and classroom practice to better support pupils with neurodiverse, ASD and sensory needs.
Leading & Improving (IA3) Continue to strengthen high-quality leadership throughout the school.	**L1 Self-Evaluation & Stakeholder Engagement**	1. Refine self-evaluation processes through wider use of first-hand evidence and meaningful stakeholder engagement.

School Improvement Priorities 2026-27

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:** DHT, AHT, LLC, MD Teams

Rationale: Teaching and learning continue to be a strength of the school, with pupils making good progress from their starting points and staff continuing to develop their pedagogical practice. During 2025–26, the school made good progress in developing Foundation Learning principles, strengthening provision for diversity through the curriculum, and embedding more consistent approaches to mathematics through White Rose and CPA methodologies. Opportunities for pupil voice and enquiry-based learning have also increased. However, school self-evaluation and the 2024 Estyn inspection identified the need to ensure that learning consistently provides sufficient challenge for all pupils and that opportunities for independence, collaboration and pupil agency continue to develop. Planned work around Assessment for Learning was intentionally deferred to prioritise behaviour and relationships work and will therefore form a key area for development. The school will continue to refine curriculum provision, learning environments and core skills development to ensure that all pupils are suitably challenged and make the best possible progress across the curriculum.

Theme	Objectives	SER	Key Actions	Success Criteria	Evaluation	Review / Impact
T1 High-Quality Teaching & Assessment	1. Further develop pupil enquiry, independence and learner agency through curriculum design and classroom practice.	T1 T8 T9 A23 A24	a. Further develop enquiry-based approaches within curriculum planning and classroom pedagogy. b. Increase opportunities for pupil voice, choice and learner-led learning across the curriculum. c. Strengthen teaching approaches that develop learner independence, collaboration, reflection and self-regulation.	• Enquiry approaches are evident within planning and classroom practice. • Most pupils demonstrate increasing independence, collaboration and ownership of their learning. • Pupil voice indicates high levels of engagement and positive attitudes towards learning.	Learning Walks, Lesson Obs, Planning Scrutiny, Pupil Voice, Book Scrutiny	

Theme	Objectives	SER	Key Actions	Success Criteria	Evaluation	Review / Impact
T2 Curriculum & Learning Experiences	1. Refine curriculum provision to provide authentic, inclusive and progressive learning experiences that reflect a modern Wales.	C11 C12 C13 C14 C16 T6	a. Review and refine curriculum themes to strengthen diversity, equity, human rights and representation within learning experiences. b. Complete and implement the second year of the curriculum cycle, ensuring progression across AoLEs and integral skills. c. Further embed Foundation Learning principles and Enabling Learning Guidance within indoor and outdoor learning environments.	• Curriculum plans demonstrate breadth, diversity and authentic learning opportunities. • Pupils can discuss a wide range of cultures, perspectives and experiences beyond their own. • Learning environments consistently support pupil engagement, independence and progression.	Planning Scrutiny, Learning Walks, Environment Reviews, Pupil Voice, Curriculum Reviews	
T3 Core Skills	2. Review and further develop reading provision to improve pupil engagement, fluency, comprehension and wider literacy outcomes.	S19 S21	a. Review current reading provision, resources and approaches across the school. b. Further develop opportunities for reading across the curriculum and promote reading for pleasure. c. Monitor reading outcomes and evaluate the effectiveness of whole-school approaches.	• Reading provision is consistent and progressive across the school. • Most pupils demonstrate good progress in reading from their starting points. • Pupils report positive attitudes towards reading and engage regularly with texts.	Reading Assess, Book Scrutiny, Learning Walks, Listening to Learners	
	3. Further develop mathematical understanding through effective application of CPA approaches and the Five Proficiencies.	S19 S21	a. Further embed agreed CPA approaches within mathematics provision. b. Strengthen opportunities for pupils to reason, problem-solve and apply mathematics in meaningful contexts. c. Monitor and share effective practice to improve consistency in developing the Five Proficiencies.	• CPA approaches are consistently evident within mathematics teaching. • Pupils demonstrate increasing confidence in mathematical reasoning and problem-solving. • Monitoring confirms strong progression in the Five Proficiencies across year groups.	Learning Walks, Book Scrutiny, Data Analysis, Pupil Voice	

Wellbeing, Care, Support & Guidance (IA2) Continue to develop provision to maintain and improve pupil and staff wellbeing.	**National Mission:** 1, 4, 6	**Lead Staff:** HT, DHT, AHT, Wellbeing Lead

Rationale: Provision for wellbeing, care, support and guidance remains a significant strength of the school and reflects the caring and inclusive ethos recognised by Estyn. During 2025–26, the school strengthened family engagement, further developed whole-school approaches to behaviour, and enhanced staff and pupil wellbeing through professional learning and consistent wellbeing practices. Attendance has continued to improve overall, although gaps remain for some groups of learners. At the same time, the school continues to experience increasing levels of need relating to emotional wellbeing, neurodiversity and sensory differences. In response, the school will continue to strengthen partnerships with families, improve attendance, review wellbeing provision and further develop staff knowledge and confidence in supporting an increasingly diverse range of learner needs. These developments will help ensure that all pupils are supported to thrive emotionally, socially and academically.

Theme	Objectives	SER	Key Actions	Success Criteria	Evaluation	Review / Impact
W1 Family Engagement and Attendance	1. Further develop targeted approaches to improve attendance and engagement for vulnerable learners, particularly FSM and EAL pupils.	CS4 CS5 CS6 CS7 L11	a. Monitor attendance data regularly to identify emerging patterns, barriers to attendance and priority groups requiring intervention. b. Develop targeted support plans for identified pupils and families, working collaboratively with external agencies where appropriate. c. Further develop communication and engagement strategies that support vulnerable families and promote positive attendance habits.	• Attendance improves for identified vulnerable groups, particularly FSM and EAL learners. • Persistent absence reduces amongst targeted pupils. • Targeted interventions demonstrate positive impact on attendance and engagement.	Attendance Analysis, Attendance Case Reviews, Parent Voice, Family Engagement Records, Governor Monitoring	

Theme	Objectives	SER	Key Actions	Success Criteria	Evaluation	Review / Impact
W2 Wellbeing & Inclusion	1. Further develop provision for emotional wellbeing, resilience and self-regulation to support positive outcomes for all learners.	S20 C17 A24 CS2 CS4	a. Review and strengthen whole-school wellbeing provision, including self-regulation tools, resources and interventions. b. Further develop opportunities through curriculum provision and wider school experiences to strengthen emotional literacy, resilience and self-regulation. c. Enhance provision and support available for pupils requiring additional emotional wellbeing support, including playground and social provision where appropriate.	• Update audit of whole-school provision and practices against the WG WSAMHWB framework (2021) • Pupils demonstrate increasing confidence in self-regulation and emotional resilience. • Targeted wellbeing interventions have a positive impact on identified pupils. • Most pupils report feeling safe, supported and ready to learn.	Wellbeing Surveys, Pupil Voice, Intervention Reviews, Behaviour Data Analysis, Pastoral Monitoring	
	2. Further develop staff confidence and classroom practice to better support pupils with neurodiverse, ASD and sensory needs.	T7 CS8 CS9	a. Deliver professional learning focused on neurodiversity, ASD, sensory needs and inclusive classroom practice. b. Review classroom provision and reasonable adjustments to ensure learning environments effectively meet a range of learner needs. c. Strengthen collaboration with specialist services and external professionals to further support staff expertise and pupil outcomes.	• Staff report increased confidence in supporting neurodiverse learners. • Inclusive strategies and appropriate adjustments are evident within classroom practice. • Pupils with neurodiverse, ASD and sensory needs access learning successfully and make appropriate progress.	Learning Walks, Provision Reviews, Staff Surveys, Specialist Service Feedback, Pupil Voice	

Leading & Improving (IA3) Continue to strengthen high quality leadership throughout the school.	**National Mission:** 2, 4	**Lead Staff:** HT, DHT, GB, Pupil Committee Leads

Rationale: Leadership continues to be a strength of the school, with distributed leadership, professional collaboration and effective self-evaluation contributing positively to school improvement. During 2025–26, leaders responded effectively to stakeholder feedback, supported curriculum development and strengthened provision in key areas including wellbeing, behaviour and mathematics. Opportunities for staff to lead improvements and engage in professional networks continue to support both school and national priorities. However, the school recognises the need to further develop stakeholder engagement within self-evaluation processes and to ensure that leadership structures, professional learning and collaboration continue to respond to evolving school priorities. The school will therefore focus on strengthening self-evaluation through wider use of first-hand evidence and increasing meaningful stakeholder involvement in school improvement processes.

Theme	Objectives	SER	Key Actions	Success Criteria	Evaluation	Review / Impact
L1 Self-Evaluation & Stakeholder Engagement	1. Refine self-evaluation processes through wider use of first-hand evidence and meaningful stakeholder engagement.	L3 L4 L8 L11	a. Refine self-evaluation activities to ensure evidence focuses on the impact of provision on pupil outcomes. b. Continue to refine the use of first-hand evidence through Learning Walks, Listening to Learners, Book Scrutiny through wider stakeholder feedback. c. Further develop opportunities for pupils, parents, staff and governors to contribute meaningfully to self-evaluation and school improvement activities.	• Self-evaluation activities provide robust first-hand evidence of strengths, areas for development and impact. • Stakeholders contribute regularly to self-evaluation and school improvement processes. • School improvement priorities are clearly informed by self-evaluation findings and stakeholder feedback.	Learning Walks, Book Scrutiny, Pupil Voice, Parent Voice, Staff Voice, Governor Monitoring SIP Reviews	

Strategic Direction 2027-29

(Priorities are subject to change if necessary to respond to changing need)

Aims & Aspirations 2027-2028	Aims & Aspirations 2028-2029
Teaching and learning (IA1) • Further embed enquiry-based learning, learner independence and pupil agency across the curriculum. • Refine curriculum provision to strengthen progression, authenticity, diversity and pupil engagement. • Evaluate and further strengthen reading provision and literacy outcomes. • Secure consistent application of CPA approaches and the Five Proficiencies across mathematics provision. **Well-being, care, support and guidance (IA2)** • Continue to improve attendance and engagement for vulnerable learners. • Review and refine provision for emotional wellbeing, resilience and self-regulation. • Further strengthen inclusive practice and provision for neurodiverse learners. • Continue to strengthen partnerships with families to support pupil wellbeing and outcomes. **Leading and improving (IA3)** • Further embed stakeholder engagement within self-evaluation processes. • Further strengthen the use of first-hand evidence to evaluate the impact of school improvement activities. • Ensure self-evaluation findings continue to inform strategic planning and future priorities.	**Teaching and learning (IA1)** • Secure highly effective enquiry-led learning and learner agency across all phases. • Evaluate curriculum effectiveness and refine provision in response to emerging needs and national priorities. • Sustain strong outcomes in reading, literacy and mathematics through consistent high-quality practice. • Ensure all learners are consistently challenged and supported to achieve their full potential. **Well-being, care, support and guidance (IA2)** • Sustain high levels of attendance, wellbeing and engagement for all learner groups. • Continue to strengthen inclusive provision to meet evolving emotional wellbeing and ALN needs. • Further develop community partnerships and family engagement to support learner success. • Review the long-term impact of wellbeing and inclusion strategies on pupil outcomes. **Leading and improving (IA3)** • Sustain a culture of reflective practice, evidence-informed decision-making and continuous improvement. • Ensure stakeholders continue to play an active role in school evaluation and development. • Further strengthen governance and accountability through effective use of self-evaluation evidence.

Maintaining & Refining Effective Practice 2026-27		
Priority Area	**Theme**	**Key Objectives**
Teaching & Learning (IA1) Continue to support pupils' skills development and progress through high-quality approaches to teaching and learning.	T1 Enquiry, Learner Agency & Effective Pedagogy	• Review and refine the use of assessment information to support planning, progression and pupil outcomes.
	T2 Curriculum, Diversity & Learning Experiences	• Further embed Foundation Learning principles and the Enabling Learning Guidance within indoor and outdoor learning environments.
	T3 Core Skills	• Further encourage and refine opportunities for pupils to use Welsh language skills beyond the classroom. • Review and further refine progression in pupils' digital skills, particularly in data and computational thinking.
Wellbeing, Care, Support & Guidance (IA2) Continue to develop provision to maintain and improve pupil and staff wellbeing.	W1 Family Engagement & Attendance	• Continue to embed and refine communication, engagement opportunities and support for families to help promote pupil learning, wellbeing and attendance.
	W2 Wellbeing & Inclusion	• Continue to embed consistent whole-school approaches to behaviour, inclusion and positive relationships for all pupils. • Review and develop playground zoning arrangements to support inclusion, wellbeing and positive play. • Continue to review and develop staff wellbeing provision and workload reduction.
Leading & Improving (IA3) Continue to strengthen high-quality leadership throughout the school.	L1 Self-Evaluation & Stakeholder Engagement	• Continue to embed and refine governors' first-hand involvement in school improvement and accountability.
	L2 Leadership, Professional Learning & Collaboration	• Review and refine leadership structures and responsibilities to ensure they effectively support school priorities. • Continue to embed professional learning, distributed leadership and collaborative working to support continuous improvement.
Premises / Health & Safety	Indoor	• Review, refresh and update corridor furniture / displays.
	Outdoor	• Seek funding to replace astroturf lighting and install basketball court. • Renew flooring and seating in outdoor 'quiet area'.