



Llanhari Primary School Development Plan: Published Summary 2025-26

School self-evaluation: summary

The strengths of Llanhari Primary

At our stakeholder event we asked staff, parents, pupils and governors 'What are the strengths of Llanhari Primary.'

There are excellent relationships between staff and pupils

Caring and nurturing staff

Strong values developed by pupil, staff and parents are celebrated.

Trying new and innovative approaches

Staff provide a range of exciting experiences – trip and visitors

Our children are happy

We know our pupils and their families well.

The school is community focused

The wellbeing of pupils

Parental engagement is strong

Staff are flexible.

Pupils' views are important and influence all aspects of the school.

There is a range of communication with parents

There is great team work.

We are resilient under challenging circumstances

Areas for development 2025-26:

1. Improve Reading and Spelling Outcomes

Reading progress remains below expectations, with significant gaps for some pupils. Current phonics and intervention strategies are not having the desired impact. A whole-school phonics approach, trialled successfully with FFT Phonics in selected year groups, will be adopted to raise standards in reading and spelling.

2. Enhance Digital Competency and Strategic Use of AI

While ICT is used effectively across the curriculum, the structured teaching of DCF skills needs strengthening. A strategic plan for AI integration will be developed to enhance learning and reduce teacher workload, with potential for cluster collaboration.

3. Embed and Extend Welsh Language Provision

Good progress has been made with Helpwr Heddiw and the Welsh language continuum. Focus now shifts to embedding these practices and further developing discrete Welsh lessons, cross-curricular Welsh, assessment, and incidental language use.

4. Strengthen Pupil Independence and Ownership of Learning

Pupils are becoming more confident and independent, but further work is needed to develop their ability to set goals and make choices in their learning. Strategies such as pre-teaching and resource use have had a positive impact. The focus will now be on deepening independent learning behaviours and classroom environments.

SCHOOL DEVELOPMENT PLAN EVALUATION 2024/2025

Priority	Evaluation of progress
1. To improve pupils Welsh language skills	<ul style="list-style-type: none"> • Progress: Most pupils improved in oracy; attitudes toward Welsh have become more positive. • Pupil Voice: 81% now enjoy learning Welsh (up from 62%). 72% want to use more Welsh daily. • Staff Development: All staff completed a skills audit; targeted training delivered; peer mentoring introduced. • Provision: Helpwr Heddiw embedded; Cwtch Cymraeg areas and Welsh working walls developed. • Assessment & Evaluation: Baseline and end-of-year assessments show progress; CSC rubrics used to identify next steps.
2. Provide further opportunities for pupils to respond to feedback and develop as independent learners	<ul style="list-style-type: none"> • Independence: Pupils show improved confidence and use of strategies (e.g. pre-teaching, manipulatives), but still need support in goal-setting and task ownership. • Feedback: Marking is more consistent and meaningful; feedback is now built into lesson starts. • Environment: Classrooms redesigned to support independence; "Llanhari Way" expectations introduced and taught. • Behaviour: Improved across the school; no exclusions; parental workshops held.

	<ul style="list-style-type: none"> • Monitoring: Trust-based observations and peer visits have supported consistency and shared good practice
3. To continue to raise standards in numeracy	<ul style="list-style-type: none"> • Progress: 80.7% of pupils scored above SS89 (up 1.1% from 2024); strong gains over two years (+21.8%). • Vulnerable Groups: FSM pupils made greater progress than non-FSM, narrowing the attainment gap. • Teaching: New SoW implemented; staff trained in 5 proficiencies and manipulatives; pre-teaching valued but needs timetabling. • Assessment: Unit-based assessments developed and shared as best practice; effective marking and feedback in place. • Parental Engagement: Some parents completed maths courses, with one progressing to GCSE level

SCHOOL DEVELOPMENT PLAN PRIORITIES 2025/2026

Priority
1. To improve reading and spelling through a systematic whole school approach to phonics
Key Actions
<p>Programme Identification & Resource Allocation</p> <p>a) To identify a programme to implement</p> <p>Programme implementation</p> <p>a) To implement a new approach to the teaching of phonics</p> <p>b) To implement a new approach to the teaching of spelling</p> <p>c) To introduce a new approach to the teaching of reading</p> <p>Staff development</p> <p>a) To develop staffs understanding of the new phonics and reading programme</p> <p>b) To develop staff understanding of a whole school approach</p> <p>Assessment and Data</p> <p>a) To develop baseline assessments</p> <p>b) To use data effectively to measure impact</p> <p>Intervention strategy</p> <p>a) Develop fluid interventions based on data analysis</p>
Support
<ul style="list-style-type: none"> • Central South Consortium (CSC) – The science of reading INSET day • FFT professional learning programme including online resources

Priority
2. To improve provision for the digital curriculum – including a strategic approach to AI
Key Actions
What we teach

- a) To provide staff with a framework for the delivery of ICT that meets our statutory requirements
- b) Audit resources
- c) Develop the role of the DCF lead
- d) Ensure coverage of the DCF curriculum

How we teach

- a) To identify staff strengths and training needs
- b) To develop staffs understanding of the new scheme
- c) To share practice across the cluster
- d) To implement digital skills across the curriculum

To develop a strategic approach to the use of AI - cluster project

- a) To use AI to improve teaching and learning
- b) To use AI to reduce teacher workload
- c) To ensure pupils make informed choices with AI

Support

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| <ul style="list-style-type: none"> • Digital Den training package • Cluster schools project support | <ul style="list-style-type: none"> • CSC Digital support for AI • Coleg Y Cymmoed – training for AI |
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Priority

3. To continue to improve pupils' Welsh language skills

Key Actions

Workforce development

- a) To identify the skills and professional development needs of staff

Provision

- a) To embed Helpir Heddiw sessions across the school
- b) To implement the Welsh language continuum in discrete lessons
- c) To develop Welsh across the curriculum
- d) Develop external collaborations
- e) To develop parental confidence in Welsh
- f) To develop the classroom environment

To develop effective assessments

- a) To develop baseline assessments
- b) Develop opportunities for feedback and assessment

To develop leadership in Welsh

- a) To evaluate the provision and leadership of Welsh
- b) To evaluate the development of pupil's Welsh language skills

Support

- Central South Consortium (CSC)

Priority

4. To develop learning environments that support pupil independence

Key Actions

Developing the physical learning environment

- a) Seating and the use of space
- b) Resources and displays

Developing the emotional climate

- a) Relationships
- b) Routines and structure
- c) Behaviour and sanctions
- d) High expectations and aspirations for all learners

Support

Central South Consortium (CSC) – Developing independence INSET day
Educational Psychology service – Trauma informed practices/ALN resources