

### We celebrate:

During 2025–2026, we celebrated achieving the Eco-Schools Platinum Award and the Siarter Iaith Gold Award. Catrin Williams was also named joint winner of the Best Siarter Iaith Leader in a Primary School category at the Tlws Tawe Awards.

Our pupils enjoyed outstanding Eisteddfod success. The recorder ensemble achieved second place nationally, Cadi in Year 4 won first place for her two-dimensional artwork, and two Year 6 groups achieved second and third place for their digital work. The work of Adran yr Afon also received a prestigious Heritage Celebration Award.

We were equally proud that Maggie Bassett reached the final of the Pastoral Member of Staff of the Year Award, while members of staff were shortlisted for the Carol of the Season competition. Both our boys' and girls' football teams also reached the semi-finals of their Urdd tournaments.

The Welsh language remains at the heart of school life. Pupils take pride in using Welsh naturally and confidently both inside and outside the classroom. Pupils demonstrate excellent attitudes to learning and behave very well.

Most pupils make good progress in developing their literacy and numeracy skills, including those receiving additional support.

### Overview of our self-evaluation findings of 2025-2026

- The school's work on deep learning has strengthened curriculum planning and improved pupils' understanding of the core concepts underpinning their learning.
- The use of learning stories, storyboards, big questions and carefully selected vocabulary is helping pupils to understand how their knowledge and skills develop over time.
- Many pupils are now able to discuss their learning maturely and make meaningful connections between different aspects of their work.
- The school has strengthened mathematics teaching through an increased focus on the mathematical proficiencies, conceptual understanding, reasoning and problem-solving.
- Many pupils show greater confidence when explaining their mathematical methods and reasoning. Personalised assessment results also indicate that a significant proportion of pupils perform above the national average in procedural numeracy and mathematical reasoning.
- Practical learning and Foundation Learning provision have developed strongly. Pupils benefit from richer experiences, purposeful challenges, structured and open-ended play, and increased opportunities to learn outdoors.
- Assessment strategies such as live marking, self-assessment, peer assessment, success criteria and opportunities for pupils to respond to feedback are well established across the school.
- Many pupils can identify their strengths, explain the progress they have made and use feedback purposefully to improve their work.
- The school has made significant progress in using OneNote to gather evidence and monitor pupil progress. This provides a stronger basis for tracking progress over time.
- Professional enquiry has strengthened the confidence and skills of middle leaders. Their work has led to improvements in areas including Foundation Learning, Health and Wellbeing, relationships education, the Expressive Arts and Humanities.
- The school has successfully developed a stronger culture of professional research, reflection, evaluation and continuous improvement.

### We need to work on:

Strengthen reading, writing, speaking and listening, while promoting a lifelong enjoyment of reading.

Refine curriculum planning and progression, particularly in Mathematics, Science and Technology, and relationships education.

Increase purposeful practical and outdoor learning opportunities.

Strengthen support for vulnerable pupils and those with additional learning, wellbeing or communication needs through Y Gilfach Glyd.

## Progress against last year's priorities

Strategic planning for deep learning  
| Progress: Strong

Curriculum planning is more coherent and purposeful, enabling pupils to make meaningful connections and develop greater independence.

Middle leadership | Progress: Very strong

Middle leaders have strengthened their strategic leadership skills and contributed effectively to improvements in teaching, learning and curriculum provision.

Practical and Foundation Learning | Progress: Strong

Richer practical, play-based and outdoor experiences have improved pupils' engagement, independence and application of key skills.

Assessment and progression | Progress: Strong

Improved assessment and feedback processes are helping pupils understand their progress, respond to feedback and identify their next steps.



## Our priorities for 2026–2027

**Priority 1:** Literacy and reading- To deepen and strengthen pupils' reading and writing skills and improve listening, speaking, reading and writing across all Areas of Learning and Experience.

**Priority 2:** Planning for deep learning - To refine curriculum planning so that pupils make clear and consistent progress in their knowledge, skills and understanding.

**Priority 3:** Purposeful practical and outdoor learning - To develop practical, purposeful and outdoor learning experiences that deepen pupils' understanding and support progress across the curriculum.

**Priority 4:** Inclusion, wellbeing and targeted support - To strengthen provision for pupils with additional learning needs, vulnerable pupils and pupils requiring additional support with wellbeing and communication.



## How we will achieve our objectives

High-quality professional learning - Staff will receive training and support in reading, phonics, pre-reading skills, mathematical thinking and reasoning, storyboards, curriculum planning, outdoor learning, Foundation Learning and inclusive practice.

Collaboration and professional enquiry - Staff and leaders will work with partner schools, cluster colleagues and external specialists to develop shared understanding, evaluate practice and identify effective approaches.

Consistent curriculum planning - Storyboards and learning units will be refined so that key concepts, knowledge, skills and vocabulary are clearly identified and build systematically on previous learning.

Purposeful assessment - Staff will use assessment information to plan next steps, adapt provision and ensure an appropriate level of challenge for pupils of different abilities and needs.

Pupil voice - Pupils will contribute to planning and evaluating their learning, selecting reading materials and reviewing the quality of the experiences provided.

Partnership with families and the community - The school will work with parents, libraries, authors, local organisations and the wider community to support reading, numeracy, wellbeing and authentic learning experiences.

Targeted and inclusive support- Staff will identify pupils' needs early and provide timely interventions, including support through Y Gilfach Glyd, classroom provision and family engagement.

Regular monitoring and evaluation - Progress will be evaluated through learning walks, lesson observations, scrutiny of pupils' work and planning, assessment information, pupil progress meetings, questionnaires and discussions with pupils, staff and families.

