



Danygraig Primary School

School Improvement Plan

Summary 2025-2026



What we're doing well...

'Danygraig Primary School is the cornerstone of the community with well-being at its heart' – Estyn 2023

'The school is a caring and inclusive environment and, as a result, supports the development of pupils' social and emotional skills well'. – Estyn 2023

We are proud of our co-constructed, continually evolving Curriculum, which is authentic, purposeful and offers a broad range of learning experiences, which is learner influenced and led by our 'Leaders of Learning'.

Wellbeing is at the heart of our school. Nearly all staff and pupils feel happy coming to school. 90% of pupils think the school is a friendly, happy place. Nurture provision is very strong.

The school makes effective provision for pupils with ALN and has developed highly effective partnerships with external agencies to ensure all pupils are supported and challenged to make good progress.

We are an inclusive school, and aim to support all our pupils to make progress. 90% of pupils tell us that the school is a friendly, happy place.

Pupils' reading and comprehension ages have improved considerably over the last year.

The school works collaboratively with a range of partners including external agencies, our cluster and partner schools.

Summary of our self-evaluation...

Danygraig is a warm and welcoming school. We have a clear Vision and Inclusive Values, and a strong ethos which is underpinned by our motto – 'Learning now for our future'.

The Headteacher, Senior Leaders and Governors focus is on placing the school at the heart of our community and our sense of Belonging is developing well.

Leaders are effective and set high expectations and ensure that staff and pupils reflect on their learning and practice and strive to continually improve.

The school is developing as a Learning Organisation and all stakeholders are involved in self-evaluation, planning for improvement and professional development is linked to our priorities.

The school's provision for learning is good. Nearly all pupils have opportunities to access a wide range of learning experiences, which develop their basic skills effectively.

Performance data shows that recent improvements and changes to the planning for, and teaching of reading and digital skills have improved outcomes.

Pupils' ability to apply their Numeracy skills across the curriculum is not always at the same standard as in Mathematics.

Many pupils join the school with low starting points; as a result, early year's provision focuses on strengthening social and emotional skills alongside basic skills. The school aims to develop independent learning skills in all pupils by reviewing the roles of adults, planned experiences and the learning environment.

Most pupils behave very well across the school. Many pupils engage well in their learning, including extra-curricular activities. Many pupils make good progress and they respond to feedback from staff and peers well.

What we could do better...

Further develop high quality approaches to **teaching and learning** to support skill development and effective pupil progress, particularly in Maths and Numeracy, and ensure that improvements in reading and digital skills continue.

Develop the roles of adults as Enablers of Learning as the school has new staff members.

Further develop the use of the learning environment to ensure it is effective and that we maximise opportunities for learning both indoors and outdoors.

Ensure experiences that are planned are engaging and challenging for all learners, and that the role of adults and the environment promotes pupil progress. (The Three Enablers).

Further develop provision for all learners to improve engagement and **attitudes to learning** and review provision for Respect, Rights and Responsibilities across the school and the wider community. Encourage and support learners to develop their leadership skills and take responsibility for their learning.

Further develop **Leadership** Roles of staff and Governors and embed self-evaluation processes to impact positively on provision and outcomes.



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This is what we achieved last year...

Autumn 2024 survey, nearly all parents tell us -

My child is safe at school.

This is an inclusive school, where everyone is valued.

The school helps my child to become independent and responsible.

Parents are regular visitors to the school and seek the support of the school and its partners.

The school's tracking system has been further developed and shows many pupils make good progress over time from their starting points.

Assessment of, and for Learning has been developed to track progress across all AoLEs.

Pupil wellbeing is tracked and shows good progress.

Provision for the teaching of reading has improved.

Curriculum plans (KSE documents) have been reviewed to ensure threads are clear, ensuring progression.

The role of Middle leaders is developing to allowing them to have a better understanding of what is going well and what needs to improve further.

This year we aim to...

High quality teaching and learning

Maths and Numeracy - Further develop the progression of calculation strategies across the school to ensure the consistent application of skills across the curriculum

Independence and Enabling Learning - Enable pupil independence through increased challenge, choice and support.

Maintenance Priority - Ensure Reading and Digital skills continue to improve.

Wellbeing Provision for learners and staff.

Respect, Rights and Responsibilities - Enable pupil independence through increased challenge, choice and support.

Develop leadership skills and take responsibility for learning - Plan opportunities for pupils to develop leadership skills and take on responsibility

Increase pupil attendance to 93%

Remove barriers to pupil progress for EAL learners.

Developing Leadership.

Develop Leadership roles - Further develop Leadership Roles and embed self-evaluation processes to impact positively on provision and outcomes for pupils

This is how we will achieve our aims and who will help us...

Ensure our SDP continues to have a sharp focus on improvement in specific areas, which we will review continuously to highlight progress and areas needing further development through focused self-evaluation and robust Monitoring, Evaluation and Review, involving all stakeholders, of our progress against the Intended Outcomes of Key Actions within the SDP.

Ensure the Governing Body has a deeper understanding of the life and work of the school, and challenges and supports the school's performance and is regularly involved in self-evaluation.

Access support from a range of partners including the school's School Improvement Adviser (SIA) and other partners including CAMHS, Early Help Hub (EHH), DARPL, MEGRT Performance Specialist, Numeracy and RVE/RSE Performance Specialists, and others.

Work with partner schools within and beyond the cluster.

Develop Middle and Senior Leadership within the school by accessing professional learning from the LA and Region.