

**YSGOL GYNRADD  
PARC  
PRIMARY SCHOOL**



**SCHOOL  
IMPROVEMENT PLAN**

**2025-2026**

# PARC

# A PLAYGROUND OF POSSIBILITIES

WE ARE:

**PROUD**

of our community and seek opportunities to make it better.

**AMBITIOUS**

with high expectations of ourselves and we work hard to succeed.

**RESPECTFUL**

of everyone's unique talents and experiences.

**CURIOUS**

about the world around us and we enjoy learning more about it.



YSGOL GYNRADD PARC PRIMARY SCHOOL



*'Knowledge and Friendship'*



## YSGOL GYNRADD PARC PRIMARY SCHOOL

### School and Community Context

Parc Primary School is situated in the village of Cwmparc which is on the fringe of Treorchy in the Upper Rhondda Valley. It is a former mining community, within a green valley has that spectacular mountain views. The community is close knit with the majority of families supporting the school in a variety of ways. The school is very much a focal part of the community.

A number of new families are moving into the area and this offers diversity to the school which is most valued. The school endeavours to create a learning environment in order to broaden pupils' experiences and raise their self-esteem which in turn builds their confidence and helps them to fulfil their potential.

The school was rebuilt in 1987 and is a two-storey brick building. The lower ground floor contains two classes, a Flying Start setting (*Little Ferns*), a sensory room and a multi-functional hall. On the upper floor, there are six classrooms, a Family and Community room and a designated room for delivering literacy and numeracy interventions. During recent years, there has been an extensive programme of repairs and refurbishments to improve the interior and exterior of the building ensuring the environment is safe, secure and engaging for its pupils and staff.

At the beginning of the autumn term 2025, there were 239 pupils on roll. With pupils starting nursery education throughout the academic year, the school predicts to have around 255 pupils on roll by the end of the academic year 2025-26.

Around 80% of these pupils, come from a catchment area which is economically disadvantaged and the remainder from areas which are neither prosperous nor economically disadvantaged. Cwmparc became a Communities First Area in 2012.

Pupils entitled to free school meals was 25% at the start of September 2025 but this belies social and economic deprivation within the community. Many families receive family tax credit which make them ineligible for free school meals. There are some working parents in a variety of professions, businesses, industry and trades and also a significant number of unemployed parents and single mothers who rely on benefits to support their families.

There were 9 pupils on the Additional Needs Support Register at the start of the autumn term 2025 and a further 62 on the Interventions Support Register. Nearly all pupils come from English speaking homes.

## The School Improvement Plan Process

Parc Primary School's **Improvement Plan** has evolved in alignment with key school cycles such as self-evaluation, continuous professional development and performance management.

It has been created through **continuous** and **robust** whole school **self-evaluation** and the subsequent **analysis**; It is a document that all **stakeholders** are expected to contribute to and one that is central to school improvement. The Governing Body has overall responsibility for its implementation but school staff have particular **roles and responsibilities** which are clearly defined in the **action plans**.

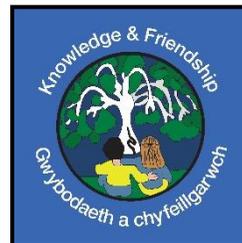
The School Improvement Plan is **ratified** by the **Governing Body** in the autumn term and **progress** against the action plans is monitored by the Governing Body School Improvement sub-committee in each term. It is the school's belief that this is a **working document** and, therefore, staff are required to provide regular updates throughout the year and use **monitoring** and self-evaluation activities to determine if adjustments to the **targets** are needed. At the end of the academic year, each target is **evaluated** in terms of its objectives and overall **impact report** is produced by the relevant lead member of staff.



**YGSOL GYNRADD PARC PRIMARY SCHOOL**

**SCHOOL IMPROVEMENT PLAN 2025 – 2026**

	<b>Objective</b>	<b>Lead member(s) of staff</b>
Objective 1	To ensure teaching and learning challenges all pupils appropriately thus ensuring they make at good progress (ESTYN recommendation, March 2025)	D Williams Helen Wallerus Beth Taylor
Objective 2	To ensure teaching and learning provides effective and meaningful opportunities for pupils to develop their independent learning skills (ESTYN recommendation, March 2025)	David Williams Helen Wallerus Beth Taylor
Objective 3	To improve standards of attendance and punctuality	David Williams Leanne Gough



**Target 1 – To ensure teaching and learning challenges all pupils appropriately thus ensuring they make at good progress**

Objective	Strategies and Actions	Success Criteria	Monitoring and Evaluation	Responsibility	Timescales & Training	Costs
1. Improve staff knowledge, understanding and delivery of high-quality teaching & learning with a clear focus on challenge for all	<ul style="list-style-type: none"> <li>• Audit and evaluate staff training needs (both teaching and non-teaching)</li> <li>• Organise CPD training</li> <li>• Staff apply new knowledge, understanding &amp; skills to teaching and learning</li> <li>• Review and evaluate short-term planning to ensure differentiation/challenge is a key component</li> <li>• Evaluate formative assessment policy and strategies to explore how these can contribute to enhanced levels of challenge within teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Training needs are identified</li> <li>• Staff complete training and become more skilled in providing high-quality teaching and learning where all pupils are challenged appropriately</li> <li>• Pupils make good academic progress</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Walks</li> <li>• Listening to Learners</li> <li>• Work scrutiny</li> <li>• Analysis of data</li> <li>• Pupil Progress meetings</li> </ul>	D Williams H Wallerus B Taylor	<p><u>Teaching staff</u> 4/7/25 – CSC, 'Challenge for all' Day 1</p> <p><u>Teaching staff</u> 10/10/25– Nick Jones, 'Effective challenge in teaching &amp; learning'</p> <p><u>Teaching staff</u> TBC – CSC, 'Challenge for all' Day 2</p>	<p>Nil Cost</p> <p>£375.00</p> <p>Nil Cost</p>
2. Establishment of co-coaching triads	<p>Organise teaching staff into triads for them to collaborate in:</p> <ul style="list-style-type: none"> <li>✓ shared research activities on effective challenge for all;</li> <li>✓ reciprocal teaching &amp; learning sessions, including discussions, feedback and future planning</li> <li>✓ Outcomes to be shared with all staff</li> </ul>	<ul style="list-style-type: none"> <li>• Staff feel more empowered</li> <li>• Improved knowledge and understanding of high-quality teaching and learning</li> <li>• Improved levels of challenge within teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Staff presentations</li> <li>• Learning Walks</li> <li>• Listening to Learners</li> <li>• Work scrutiny</li> <li>• Analysis of data</li> <li>• Pupil Progress meetings</li> </ul>	D Williams H Wallerus B Taylor	<p>Organisation of triads – Oct 24<sup>th</sup></p> <p>Interim feedback &amp; presentation – 16/3/26</p> <p>Final feedback &amp; presentation – 22/6/26</p>	Predicted supply costs, £1500

<p>3.Improve the effectiveness and impact of pupil progress meetings</p>	<ul style="list-style-type: none"> <li>• Purpose, expectations of meetings reviewed and discussed by SLT</li> <li>• Senior leaders visit other schools looking at good examples of pupil progress meetings/practice</li> <li>• Organisation of pupil progress meetings refined following visits/discussions</li> <li>• New ‘style’ of pupil progress meetings undertaken—consider the involvement of Governors in these meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Progress meetings become more effective with a clearer focus on pupil progress</li> <li>• Pupils academic and social skills improve through the enhanced pupil progress meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil progress meetings</li> <li>• Link Governor reports</li> </ul>	<p>D Williams Link Governors</p>	<p>By Oct 24<sup>th</sup></p> <p>By Oct 24<sup>th</sup></p> <p>Autumn half-term 2</p> <p>Autumn half-term 2</p>	<p>Predicted supply costs, £1000</p>
<p>4.More able and talented learners (MAT)</p>	<ul style="list-style-type: none"> <li>• Agreement made on school definition of MAT and a shared understanding secured on how to meet the needs of these learners</li> <li>• MAT policy, plans and processes reviewed and amended accordingly.</li> <li>• NACE resources identified and utilised</li> </ul>	<ul style="list-style-type: none"> <li>• Staff have high expectations of all pupils and match work to individual pupils' ability and use outcomes of formative and summative assessments skilfully to plan next steps</li> <li>• Pupils are given high-quality opportunities to be involved in the assessment of their own work and in planning the next steps</li> <li>• Staff are more familiar with NACE resources and adopt these successfully within teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Scrutiny of policies &amp; plans</li> <li>• Learning Walks</li> <li>• Pupil Progress meetings</li> <li>• Listening to Learners</li> </ul>	<p>D Williams H Lewis Link Governor for MAT</p>	<p>Autumn half-term 2</p> <p>Autumn half-term 2</p> <p>Autumn half-term 2</p>	<p>NACE membership, £252</p>

<p>5. Develop and improve challenge within teaching and learning through STEM activities</p>	<ul style="list-style-type: none"> <li>• Training relating to the teaching and learning of STEM to be undertaken by identified staff</li> <li>• A review of STEM teaching and learning to be undertaken including audit of resources</li> <li>• Long and medium-term plans for STEM reviewed and updated accordingly in line with the whole-school curriculum map</li> <li>• Resources identified and purchased for continuous and enhanced provision within Progression Steps 1 &amp; 2</li> <li>• STEM projects for all classes planned for and implemented</li> </ul>	<ul style="list-style-type: none"> <li>• Improved progression and standards of STEM</li> <li>• Higher quality of teaching and learning opportunities</li> <li>• Improved levels of challenge for all pupils</li> <li>• Pupils' investigative, explorative, thinking and evaluative skills are improved</li> <li>• Pupils' attitudes to learning and enhanced</li> </ul>	<ul style="list-style-type: none"> <li>• Learning walks</li> <li>• Listening to Learners</li> </ul>	<p>N Arthur</p> <p>N Arthur</p> <p>N Arthur, B Taylor</p> <p>N Arthur</p>	<p><u>N Arthur &amp; B Taylor</u> 9/10/25 - Collective Learning '<i>STEM in D&amp;T</i>'</p> <p>By Oct 24<sup>th</sup></p> <p>By Oct 24<sup>th</sup></p> <p>By end of Autumn term 2</p> <p>By Oct 24<sup>th</sup></p>	<p>CPD, £300</p> <p>STEM resources, c£2500</p> <p>Entry into STEM challenges/projects £500</p>
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<p>new strategies</p>	<ul style="list-style-type: none"> <li>• Review and further develop the use of pupil voice within teaching and learning</li> <li>• Embed regular opportunities for choice and decision making within teaching and learning</li> <li>• Advise parents/carers on how to develop independence at home (i.e. homework)</li> </ul>	<ul style="list-style-type: none"> <li>• Framework leads to clear progression; referenced in planning and assessment.</li> <li>• Pupils talk more confidently about their thinking and learning processes; increased use of independent strategies</li> <li>• Pupils demonstrate increased confidence in selecting resources, strategies, and next steps of independent strategies.</li> <li>• Parents/carers report better understanding of how to support independence</li> </ul>				
<p>Develop and improve levels of pupils' independence through STEM activities</p>	<ul style="list-style-type: none"> <li>• Training relating to the teaching and learning of STEM to be undertaken by identified staff</li> <li>• Review of the teaching and learning of STEM to be undertaken, including audit of resources</li> <li>• Long and medium-term plans for STEM reviewed and updated accordingly in line with the whole-school curriculum map</li> <li>• Resources identified and purchased for continuous and</li> </ul>	<ul style="list-style-type: none"> <li>• Improved progression and standards of STEM</li> <li>• Higher quality of teaching and learning opportunities</li> <li>• Improved levels of pupils' independence</li> <li>• Pupils' attitudes to learning and enhanced</li> </ul>	<ul style="list-style-type: none"> <li>• Learning walks</li> <li>• Listening to Learners</li> </ul>	<p>N Arthur</p> <p>N Arthur</p> <p>N Arthur</p> <p>N Arthur, B Taylor</p>	<p>N Arthur &amp; B Taylor</p> <p>9/10/25 - Collective Learning 'STEM in D&amp;T'</p> <p>By Oct 24<sup>th</sup></p> <p>By Oct 24<sup>th</sup></p> <p>By end of Autumn term 2</p>	<p>CPD - £300</p> <p>STEM resources, c£2500</p> <p>Entry into STEM challenges/projects £500</p>

	enhanced provision within Progression Steps 1 & 2			N Arthur	By Oct 24 <sup>th</sup>	
	<ul style="list-style-type: none"><li>• STEM projects for all classes planned for and implemented</li></ul>					

### Target 3 – To improve standards of attendance and punctuality

Objective	Strategies and Actions	Success Criteria	Monitoring and Evaluation	Responsibility	Timescales/ Training	Costs
1. Ensure policy and procedures are effective	<ul style="list-style-type: none"> <li>• Review/amend the <i>Attendance Policy</i> with stakeholders—this will include staff, Governors, Pupil Voice groups &amp; Parent Council</li> <li>• Agree on whole-school attendance target</li> <li>• Attendance toolkit audit completed and areas for improvement identified</li> <li>• Raise the profile of attendance with parents/carers &amp; pupils</li> <li>• Ensure robust tracking systems are in place to identify pupils with poor attendance</li> <li>• Consistently follow the escalation process to deal with low attendance</li> <li>• Work closely with AWS &amp; Link Governor for Attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Improved attendance &amp; punctuality compared to previous academic year</li> <li>• Attendance target is achieved</li> <li>• Policy and procedures are followed consistently by stakeholders</li> </ul>	Listening to Learners Data Analysis	D Williams L Gough	By Oct 24 <sup>th</sup>  By September 19 <sup>th</sup>  On-going (use <i>Meet the Teacher</i> meetings for sharing information re attendance week commencing Sept 29 <sup>th</sup> )	Nil cost
2. Reduce the attendance gap between specific groups of learners	<ul style="list-style-type: none"> <li>• Analyse data for specific groups of pupils for patterns/trends and set targets. Group of learners will include:               <ul style="list-style-type: none"> <li>✓ Boys &amp; Girls</li> <li>✓ e-FSM &amp; n-FSM</li> <li>✓ CLA</li> <li>✓ EAL</li> </ul> </li> <li>• Family Engagement Officer to identify a targeted group of learners based on</li> </ul>	<ul style="list-style-type: none"> <li>• Specific groups of learners' attendance &amp; punctuality are more aligned</li> <li>• Targeted group of pupils is identified and nearly all make progress against agreed targets</li> <li>• Meetings with parents/carers take place with improvements</li> </ul>	Data Analysis	D Williams L Gough	By Oct 24 <sup>th</sup>          By Oct 24 <sup>th</sup>	

	the analysis and to then work closely with these and their parents/carers					
3. Improve standards of punctuality	<ul style="list-style-type: none"> <li>• Improve parent/carer knowledge and understanding regarding school timings</li> <li>• Work closely with AWS including the use of 'Late on the Gate' visits</li> <li>• FEO &amp; HT to hold meetings with the parents/carers of pupils who are often late to school</li> </ul>	<ul style="list-style-type: none"> <li>• Parents/carers knowledge of start times and standards of punctuality are improved</li> </ul>	Listening to Learners Data Analysis	D Williams L Gough		Nil Cost
4. Work closely with the Treorchy cluster of schools to ensure, where possible, consistency in practice	<ul style="list-style-type: none"> <li>• Cluster schools share Attendance Policies</li> <li>• Attendance becomes an agenda item at each cluster meeting</li> <li>• Cluster schools share examples of good practice</li> <li>• Review transition arrangements between schools and ensure these are robust, where relevant information is shared and strategies are in place for identified poor attendees.</li> </ul>	<ul style="list-style-type: none"> <li>• Cluster schools have shared Policies and good practice leading to improved consistency and levels of attendance and punctuality</li> </ul>	Transition Plan	D Williams L Gough	Half-termly cluster meetings	Nil Cost
5. Develop staff capability in the use of Bromcom to monitor attendance	<ul style="list-style-type: none"> <li>• Key members of staff to undertake training in Bromcom attendance modules</li> </ul>	<ul style="list-style-type: none"> <li>• Staff have completed training and are more adept at using the attendance tools to monitor and evaluate standards of attendance and punctuality.</li> </ul>	Training records	L Roberts L Gough D Williams	LG – 16/9/25 DW – 17/9/25	Nil Cost