Be the Best that you can be!
Be independent, creative and persevere!

Pen-y-Fai Church in Wales Primary School

School Improvement Statement

This statement is written because Roxy – Our Rights Respecting Schools Mascot says that;

"All children have the right to an education and that the best interests of the child is paramount"

Policy Version Control	
Version Number	4
Date of adoption by Governing Body	Autumn Term 2026
Date for Next Review	Autumn Term 2027

Articles 3 and 28

We are a Rights Respecting School

Be Honest, Show Respect, Act with Kindness and Spread Joy

School Development Plan Summary for Parents 2026–27

Looking Back: What We Achieved in 2025–26

During 2025–26, our school focused on three key areas identified within Welsh Government guidance: developing effective learning environments, strengthening the role of adults as enabling adults, and improving the quality of learning experiences. This work has had a significant impact on pupils' independence, engagement and progress.

One of our greatest successes has been the development of independent learning opportunities through our Missions approach. Pupils are now given more opportunities to make choices, follow their own interests and take ownership of their learning. This has been particularly successful in writing, where pupils have shown increased motivation, engagement and quality in their independent work.

We have also continued to improve our learning environments, especially within Years 3 to 6 through the development of The Street Area. This shared learning space provides pupils with greater access to resources, collaborative learning opportunities and opportunities to work independently. As a result, pupils are increasingly confident in making decisions, solving problems and taking responsibility for their learning.

Our staff have further developed their role as enabling adults, supporting learning through high-quality questioning, observation and responsive support. This has helped learners become more independent, resilient and reflective. Strong progress has also been seen within the Early Years, where children benefit from rich learning environments that encourage curiosity, exploration and learner-led discovery.

Overall, evidence from learning walks, pupil voice, professional dialogue and external feedback shows that pupils are becoming increasingly independent, engaged and confident learners.

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Our Priorities for 2026–27

Following our successful Estyn inspection in 2024, and as part of our ongoing commitment to ensuring that all learners are appropriately challenged, we will focus on four key priorities this year.

Mathematics

We will strengthen pupils' progress in mathematics by developing confidence in applying mathematical skills independently and helping pupils explain and justify their thinking. Our aim is for all learners, including the more able, to experience appropriate challenge and make strong progress from their individual starting points.

Religion, Values and Ethics, Christian Distinctiveness and Flourishing

We will continue to develop ethical, informed and compassionate learners who understand and live out our Christian vision and values. Through collective worship, reflection, social action and community engagement, pupils will develop empathy, respect, responsibility and a desire to make a positive difference.

Welsh Language, Cynefin and Welsh Identity

We will continue to strengthen spoken Welsh and help pupils develop pride in their Welsh identity, heritage and local community. Through daily opportunities to speak Welsh and meaningful experiences linked to Welsh culture, pupils will become increasingly confident and independent Welsh speakers.

Early Years Provision

Our Early Years provision was recognised by Estyn as a significant strength and a spotlight of excellent practice. This year, we will continue to build on this success by refining our practice through current research and ensuring that Nursery and Reception pupils benefit from engaging, challenging and inspiring learning experiences that promote curiosity, creativity and independence.

How We Will Measure Success

We will evaluate the impact of our work by looking closely at how well pupils:

- Learn and work independently.
- Apply their skills in real and meaningful contexts.
- Demonstrate confidence and resilience in their learning.
- Make progress from their individual starting points.
- Use Welsh confidently in everyday situations.

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- Contribute positively to the life of the school and wider community.

Evidence will come from pupil voice, learning walks, observations, scrutiny of pupils' work and assessment information where appropriate.

Looking Ahead

Whilst our priorities for 2026–27 focus on Mathematics, RVE, Welsh and Early Years provision, our longer-term vision remains centred on developing confident, independent learners who can successfully apply their skills across the curriculum.

Over the coming years, we intend to build on the strong foundations already established by:

- Further developing pupils' reading, communication and digital skills.
- Expanding opportunities for authentic, enquiry-based learning.
- Continuing to strengthen learner agency, pupil voice and independence.
- Exploring how successful Early Years approaches can be extended into older year groups.
- Ensuring all learning experiences continue to provide challenge for every learner, including the more able.

We are proud of the progress our pupils and staff have made and look forward to building on these successes throughout the coming year as we continue to provide the highest quality education for every child.

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Initial Equality Impact Assessment

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
School Improvement Statement				✓

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community
	✓	✓	✓	✓	✓	✓	✓

Question	Equality Groups																								Conclusion	
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
		✓			✓			✓			✓			✓			✓			✓			✓			✓
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓			✓	

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.

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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date
Head Teacher	Autumn 2026	Chair of Governors	Autumn 2026

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