Greenmeadow Primary School

School Improvement Plan 2026–2029

Empowering Young Minds for Tomorrow

A message to our families and community

At Greenmeadow Primary School in Cwmbran, we believe every child has one chance at their primary education. We aim to provide a safe, happy, inclusive and nurturing environment where everyone feels valued and respected. We want pupils to enjoy inspiring learning experiences and grow into active citizens of Wales and the wider world.

This summary explains the priorities in our School Improvement Plan (SIP), why we have chosen them, what we are doing and how families can be involved. It is a shorter, accessible companion to our full 2026–2029 plan.

Our priorities for the 2026–2027 school year

Our self-evaluation, assessment information, classroom monitoring and pupil feedback have helped us identify three areas where focused improvement will make the greatest difference.

1 | Reading — confident readers who love books

Why this matters: We want to strengthen reading fluency, understanding and enjoyment. Our evaluation identified variation in reading-for-pleasure habits, home reading and some pupils' early reading and comprehension skills.

What we are doing:

- Strengthening early language, rhymes, phonics and reading support where needed.
- Teaching vocabulary and comprehension through discussion, high-quality texts and purposeful questioning.
- Developing inviting reading environments, daily story time, pupil choice and opportunities to read for pleasure.
- Working with families and libraries to make reading accessible to every child.

What we hope to see: More pupils read confidently, talk about books with understanding, choose to read and make strong progress from their own starting points.

2 | Mathematics and numeracy — confident problem-solvers

Why this matters: *Our evaluations show a need to strengthen mathematical reasoning and pupils' confidence in applying maths independently in different situations.*

What we are doing:

- *Using practical equipment, pictures and symbols (the concrete–pictorial–abstract approach) to build understanding.*
- *Giving pupils regular opportunities to explain, compare and justify different methods.*
- *Providing meaningful problem-solving tasks and opportunities to use numeracy across the curriculum.*

What we hope to see: *Pupils explain their thinking clearly, persevere with challenges and use maths more confidently in everyday and unfamiliar contexts.*

3 | Writing — purposeful, independent and proud writers

Why this matters: *We want more consistent writing skills and greater pupil independence, including stronger basic skills, clear purposes for writing and effective editing.*

What we are doing:

- *Teaching and modelling writing progressively, with opportunities to talk, read and plan before writing.*
- *Providing meaningful audiences and purposes for stories, reports and other texts.*
- *Helping pupils improve sentence accuracy, handwriting, vocabulary, presentation and editing skills.*
- *Encouraging pupils to reflect on feedback and take pride in their finished work.*

What we hope to see: *Pupils write with increasing confidence, accuracy, independence and enjoyment across subjects.*

How this reflects our vision and Curriculum for Wales

Our work is rooted in our school values — Unity, Peace, Trust, Happiness, Understanding and Respect — and in the four purposes of Curriculum for Wales. We want children to become:

- *Ambitious, capable learners who are ready to learn throughout their lives.*
- *Enterprising, creative contributors who are ready to play a full part in life and work.*
- *Ethical, informed citizens of Wales and the world.*
- *Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.*

Our curriculum celebrates our community in Cwmbran, our Welsh identity and the wider world. Inclusion, well-being, equity and positive relationships remain central to everything we do.

Our longer-term improvement journey | 2027–2029

We have drafted a three-year plan which identifies how we will build on this year's work. However, this can be reviewed according to this year's self-evaluation outcomes.

2027–2028

- *Further embed practical, pictorial and abstract approaches to strengthen mathematical reasoning and problem-solving.*
- *Strengthen partnerships with families and the wider community through collaborative cluster working.*
- *Develop and embed a consistent whole-school approach to anti-racist education.*

2028–2029

- *Embed high-quality mathematical reasoning and problem-solving across the curriculum.*
- *Make family and community engagement sustainable and evaluate its impact.*
- *Embed purposeful, inclusive anti-racist education across learning and school life.*

How we will know we are improving

Teachers and leaders will review learning, assessment information, pupils' work, classroom practice and the views of children and families. We will look for stronger progress, greater confidence and more consistent experiences across the school. Governors will support and challenge leaders as we review the impact of our actions.

This summary describes our planned priorities and intended outcomes. It is not a claim that all improvements have already been achieved.

How families and our community can help

- *Share books, stories, rhymes and conversations at home, in any language used by your family.*

- *Talk positively about maths and involve children in everyday tasks such as shopping, cooking and measuring.*
- *Encourage children to write for real reasons and praise their effort, ideas and improvements.*
- *Share your views, join school activities where possible and tell us what would help your child learn and thrive.*

Working together

We know that children achieve more when school, families and our community work together. Thank you for helping us make Greenmeadow a place where every child belongs, grows and succeeds.

This public summary is based on Greenmeadow Primary School's School Improvement Plan 2026–2029. The full plan contains detailed actions, responsibilities, monitoring arrangements and termly evaluation records.