



# School Improvement Plan

## Summary 2026

Burlais Primary School

**“Working Together,  
Learning Forever”**

### Things we celebrate...

Burlais Primary School is a **happy, safe and successful** school where all pupils are **valued and respected**, and **their achievements celebrated**. [Estyn 2024](#)

Throughout the school, **strong and purposeful working relationships** between staff and pupils enable pupils to learn in a **caring and positive environment**. Teachers and classroom assistants know pupils well and plan an **engaging range of activities** that **support their well-being and learning needs successfully**. As a result, most pupils, including those with additional learning needs (ALN) and those who attend the two specialist teaching facilities (STFs), make **strong progress** from their individual starting points. [Estyn 2024](#)

The school's approach to **caring for pupils and their families is a strength**. Staff, including those in the STFs, work closely with parents and outside agencies to provide **invaluable advice**, signposting and access to resources. [Estyn 2024](#)

Across the school, **pupils behave exceptionally well** and **engage with their learning enthusiastically**. [Estyn 2024](#)

### Summary of our self-evaluation...

- **Leadership** is highly effective at the school
- There is a strong **culture of collaboration**
- **Resources** are used effectively
- A **strong, collective vision** is in place which successfully influences our work
- We successfully **involve all stakeholders** in improving our work
- Teacher's successfully select the **most suitable teaching approaches** to support learners to progress
- **Learning and teaching** are effective in meeting the 4 core purposes
- **ALN provision** is highly effective, including in the specialist teaching facilities
- **Wellbeing** is at the heart of our school. Most staff and pupils feel **happy** coming to school and nearly all **enjoy learning new things**.
- A **progressive, well planned and inspiring curriculum** is in place
- **Learner voice** is used effectively to enhance **learning and teaching**
- **Progress is strong** for all groups of learners from their starting points
- The school effectively promotes **good physical and mental health**
- **Attendance** is improving but is still below pre- pandemic levels
- Strong policies and procedures, which are understood by all, are in place to ensure **effective safeguarding** of the school community.

### Things we need to work on...

- To revise and implement a whole school approach to relational behaviour
- To improve spelling outcomes by embedding consistent high quality teaching strategies
- To revise our whole school Assessment, Recording and Reporting systems and procedures
- To further develop an enquiry based approach to professional development with Welsh as the focus



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### This is what we achieved last year...

- We further developed a range of teaching approaches across the school so that pupils developed as independent learners
- Improved pupils' Welsh Language skills
- Improved the role of Governors in collecting first hand evidence in relation to the quality of learning and teaching
- Developed an enquiry based approach to professional development

### This year we aim to...

- To revise and implement a whole school approach to relational behaviour
- To improve spelling outcomes by embedding consistent high quality teaching strategies
- To revise our whole school Assessment, Recording and Reporting systems and procedures
- To further develop an enquiry based approach to professional development with Welsh as the focus

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

- Ensure our SDP has a sharp focus on improvement in specific areas, which we will review continuously to highlight progress and areas needing further development. This will be done through focused self-evaluation and robust Monitoring, Evaluation and Review. It will involve all stakeholders in our school
- Ensure the Governing Body challenges and supports the school's performance and is regularly involved in first hand 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), Performance Specialists and others.