



# Ysgol Glan Morfa

**School Development Plan**

**Summary**

**2024-25**

**"Together we will succeed"**

## School self-evaluation: summary

### Strengths:

- Most pupils develop the knowledge, understanding and skills appropriate to their age and ability and meet national expectations.
- With encouragement, the majority of pupils remember previous learning appropriately, gain new knowledge, understanding and skills.
- They develop their thinking and problem solving skills appropriately.
- Most learners make good progress in relation to their starting points, and their ability. This is consistent across most classes and across the progress stages.
- Most ALN and MATH pupils are making good progress in relation to their starting points and challenging targets.
- In terms of their skills, most pupils from low-income households are making strong progress in relation to their starting points and age and ability.
- The majority of pupils develop the learning skills they need to access the whole curriculum well. Most have the literacy, numeracy and digital skills required to deepen their understanding.
- Pupils enjoy their lessons and show positive attitudes towards learning.
- There are a wide range of opportunities for pupils to contribute to school life through different pupil voice groups e.g various councils.
- Pupils say they feel safe and happy at school.
- Staff know pupils very well.
- There is a very strong professional relationship between pupils and staff.
- Classrooms are productive, active and engaging learning environments.
- The lessons are well designed and subsequently build on pupils' knowledge, skills and understanding.
- Staff consider what pupils want to learn about it and their interests influence school themes.
- The school is a very happy and diverse school community.
- The school has a caring and inclusive ethos.
- The school works successfully with a wide range of external agencies to support all children and their families.
- Transition arrangements are strong.
- The school has a strong focus on developing staff expertise and engaging in professional learning; This helps staff reflect on their teaching and work together to improve their practice.
- The governors have a good awareness of the work of the school and support the school effectively.
- A clear cluster vision is in place that is closely aligned with the principles of Curriculum for Wales; This is well developed with the cluster, pupils, parents/carers and governors.
- Regular and robust self-evaluation activities continue.

**Areas for development:**

1. Improving Learner Independence and Resilience
2. Improving the Assessment Systems to Track Progress
3. Support for Pupils with Additional Needs (ALN)
4. Improving Pupil Wellbeing
5. Refining the Curriculum to Increase Engagement
6. Developing Outdoor Provision
7. Staff Training on Inclusive Teaching
8. Improving the Self-Appraisal Process
9. School Leadership Development
10. Developing and Improving Effective Feedback

PRIORITY	VERY GOOD PROGRESS	SOLID PROGRESS	SATISFACTORY PROGRESS	LIMITED PROGRESS
<b>Oral (MA1)</b> Develop the verbal skills of our pupils by embedding Voice 21 throughout the school in all Areas of Learning and Experience.				
<b>Assessment - New Curriculum</b> Develop and refine our assessment processes as we develop systems to measure their progress as they progress through school.				
<b>Numeracy (MA1)</b> Develop our pupils' numeracy skills across the curriculum. Do we give them enough opportunities to apply their skills across the curriculum?				
<b>Leadership (MA5)</b> Develop the school's leadership roles effectively and as a result our self-appraisal processes.				

**SCHOOL DEVELOPMENT PLAN PRIORITIES 2024/25**

Priority	Key Steps	Support
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**How we can further challenge our pupils within the classroom, external areas and in basic skills while building and developing independence, and the resilience of our learners across all areas of learning.**

1. Assess pupils' learning needs: Make regular assessments to understand each pupil's individual needs and the areas where additional challenge may be offered.
2. Develop challenging classroom activities: Create lesson plans that include tasks that challenge pupils to think critically, solve problems, and extend their abilities.
3. Use the outside areas effectively: Use the outside areas for hands-on activities that encourage independence and resilience, such as team projects and outdoor problem-solving activities.
4. Develop basic skills firmly: Ensure pupils have a solid understanding of the basic skills in maths, language, and literacy, providing foundations to deal with more complex challenges.
5. Build independent thinking skills: Encourage pupils to take more responsibility for their own learning, with opportunities to research, complete independent tasks, and use self-assessment.
6. Increase discrimination strategies: Ensure discrimination strategies are in place that enable pupils of all abilities to be challenged appropriately, including MAT (More Able and Talented) pupils.
7. Staff training - Provide training to staff on how to deliver more challenging lessons and develop teaching methods that support learner independence and resilience.
8. Monitor progress and support resilience - Regularly monitor pupils' progress and provide additional support to build resilience, especially for challenging tasks or personal trials.

- Visiting other teachers and sharing good practice both internally and externally.
- Invest in further resources in the outside areas.
- Consortia to join the School in learning walks and offer feedback.

**Reasoning for this priority**

**Challenging pupils is essential for their personal and academic development. By building independence and resilience, we prepare our learners to face the challenges of the future with confidence and effective problem-solving skills. Ensuring pupils can work independently and demonstrate resilience better prepares them for the workplace and life outside of school. This is integral to their professional and personal development. Following our self-appraisal processes it became clear that this is something we want to develop further.**

<u>December Milestones</u>	<u>March Milestones</u>	<u>July Milestones</u>
<p>🔍 <b>Assessing learner needs:</b></p> <ul style="list-style-type: none"> <li>Conducted initial assessments for each pupil to understand their individual learning needs and identify those who benefit from a greater challenge.</li> <li>Introducing a resilience and self-assessment assessment system for learner development.</li> </ul> <p>🔍 <b>Challenging classroom activities:</b></p> <ul style="list-style-type: none"> <li>Developed and experimented with lesson activities designed to challenge pupils more.</li> <li>Develop lesson plans that include problem solving and activities that build resilience.</li> </ul> <p>🔍 <b>Use external areas:</b></p> <ul style="list-style-type: none"> <li>Have used external areas for hands-on activities in at least one area of learning, including activities that promote teamwork and independence.</li> </ul>	<p>🔍 <b>Adapting learning methods:</b></p> <ul style="list-style-type: none"> <li>Improved and adapted classroom differentiation strategies to improve challenges for pupils of all abilities.</li> <li>Undertake a mid-term review of external activities, recording an increase in independence and problem-solving skills.</li> </ul> <p>🔍 <b>Develop independent thinking skills:</b></p> <ul style="list-style-type: none"> <li>Pupils have had opportunities to demonstrate their ability to work independently through projects or research projects within the classroom and external areas.</li> <li>Strengthen strategies to help pupils self-assess their work and set personal targets.</li> </ul> <p>🔍 <b>Staff training:</b></p> <ul style="list-style-type: none"> <li>Regular training provided to teachers on more challenging teaching and resilience and independence building strategies.</li> <li>Evaluate learners' progress in their ability to cope with new challenges, and apply new strategies if necessary.</li> </ul>	<p>🔍 <b>Monitoring pupils' progress:</b></p> <ul style="list-style-type: none"> <li>Carry out a final assessment of pupils' progress in their ability to deal with challenges, and build independence and resilience.</li> <li>Demonstrate significant improvement in problem-solving skills and independent work across all groups of learners.</li> </ul> <p>🔍 <b>Integrating new practices:</b></p> <ul style="list-style-type: none"> <li>Fully integrate challenging learning methods, independence and resilience into lesson plans for next year.</li> <li>Share good practice within staff, with all teachers using practical approaches to challenge pupils and encourage resilience.</li> </ul> <p>🔍 <b>Full development of external areas:</b></p> <ul style="list-style-type: none"> <li>Fully utilised external areas across a number of learning areas with evidence of their impact on learner development in resilience, teamwork and independence.</li> </ul>

Priority	Key Steps	Support
<p><b>2. How we can refine our assessment and curriculum practices to ensure they effectively support and track pupils' progress along their academic journey</b></p>	<p>🔍 <b>Review and Revise the Existing Curriculum:</b></p> <ul style="list-style-type: none"> <li>Review existing curriculum content and structure to ensure the content is relevant, challenging, and aligned with each pupil's skills and abilities.</li> <li>Ensuring that the curriculum promotes inclusion and equality, meeting the needs of pupils from all backgrounds.</li> </ul> <p>🔍 <b>Develop Clear and Consistent Assessment Systems:</b></p> <ul style="list-style-type: none"> <li>Ensure that assessment processes are used consistently throughout the school, and align with curriculum requirements for Wales.</li> <li>Integrate formative and summative assessment methods to track pupils' progress in an effective and timely manner.</li> </ul> <p>🔍 <b>Training Teachers on Using Assessment to</b></p>	<ul style="list-style-type: none"> <li>Collaborate with the Cluster and DARPL effectively.</li> <li>Share good practice and visit and schools that use assessment effectively To improve learning.</li> </ul>

**Improve Learning:**

- Offer training opportunities for staff to ensure they are confident in using assessment data to tailor lessons and teaching to pupils' individual needs.
- Develop teachers' ability to provide meaningful feedback that improves pupils' progress and engagement.

**Using Assessment Data to Inform Curriculum Decisions:**

- Regularly analyse assessment data to identify areas where support or improvement is needed, continuously informing curriculum development.
- Ensure pupil progress data is used to tailor learning and teaching to their individual needs.

**Assessing Pupil Progress Across All Learning Areas:**

- Ensure that pupils' progress is continuously assessed across all learning areas, including basic and life skills development.
- Involve pupils in the assessment process to build self-evaluation and confidence in their own learning.

**Improving Feedback and Pupil Engagement:**

- Ensure pupils receive timely and constructive feedback on their progress, fostering a sense of progress and personal achievement.
- Raising pupils' motivation and engagement by incorporating activities and learning experiences that build on their individual strengths.

**Progress Monitoring and Review:**

- Implement a system of regular monitoring to monitor pupils' progress, ensuring remedial measures are in place to support any who do not meet their targets.
- Continually review assessment methods to ensure they are effective and aligned with the school's learning objectives.

**Individual Plans for Pupils With Additional Needs:**

- Adapt the assessment process for pupils with additional learning needs, ensuring effective discrimination strategies are in place.
- Continuously monitor and support pupils with additional learning needs to ensure

they have equal opportunities for success.

Reasoning over priority

Following our self-evaluation we feel there is still room to improve and refine our assessment and curriculum practices. Robust assessment processes and curriculum are essential for accurately evaluating pupils' progress. By refining our assessment practices, we can ensure we understand where each pupil is in their learning journey and provide them with the support they need to progress. In addition to this the refinement of our assessment and curriculum practices

- Improving the Quality of Education
- Increasing Pupil Engagement and Motivation
- Equality and Inclusion
- Laying Solid Foundations for the Future
- Identifying and Developing Aptitude and Capability
- Supporting Teacher Professional Development

**December Milestones**

**2 Curriculum Review and Reform:**

- Undertake an initial review of the existing curriculum, identifying areas for improvement in terms of content and structure.
- Ensure learning areas are aligned with pupils' needs, including additional needs.

**2 Developing Assessment Systems:**

- Embark on a process of improving and unifying the assessment systems to ensure consistency throughout the school.
- Conduct initial training on assessment practices for staff.

**2 Using Assessment Data:**

- Use assessment data to identify groups of pupils in need of additional support or challenge.
- Set individual targets for pupils that will be reviewed in the next term.

**April Milestones**

**2 Staff Training and Curriculum Review:**

- Complete the second part of staff training on using assessment to inform teaching.
- Integrate curriculum improvements based on the initial review and feedback from staff and pupils.

**2 Feedback and Pupil Engagement:**

- Ensure pupils receive consistent and constructive feedback on their progress.
- Initiate campaigns to increase pupils' engagement in the assessment process, including self-evaluation.

**2 Improving the Monitoring Process:**

- Ensure systems to monitor pupils' progress have been implemented consistently.
- Meetings to review pupils' progress against targets and set new targets where necessary.

**July Milestones**

**2 Monitoring Pupil Progress:**

- Conduct a detailed analysis of pupils' progress across all learning areas.
- Complete a final review of the impact of changes to the curriculum and assessment processes.

**2 Supporting Professional Development:**

- Assess the impact of the training and plan further professional development where necessary.
- Share good practice across the school and in local clusters.

**2 Planning for The Future:**

- Develop a plan for the next academic year based on what has been learned from curriculum and assessment refinement.
- Plan for further steps to support pupils who have not met their targets or need more support.

<p><b>3. What targeted support and professional development can we provide to our new school leaders to ensure they transition effectively and succeed in their roles?</b></p>	<p><b>2 Establishing a Leader Inductance Programme:</b></p> <ul style="list-style-type: none"> <li>• Develop a structured programme for new leaders, including mentoring support and observation opportunities on good practice in other school leadership.</li> </ul> <p><b>2 Mentoring and Personal Guidance:</b></p> <ul style="list-style-type: none"> <li>• Appoint an experienced mentor to each new leader, ensuring they have ongoing support and personal advice as they progress in their role.</li> </ul> <p><b>2 Developing Leadership Skills:</b></p> <ul style="list-style-type: none"> <li>• Organize training on key leadership skills such as strategic decision making, problem solving, people management, and effective communication.</li> <li>• Focus on leadership practices that improve pupils' educational standards and wellbeing.</li> </ul> <p><b>2 Constant Feedback and Progress Monitoring:</b></p> <ul style="list-style-type: none"> <li>• Provide opportunities for new leaders to receive regular feedback from their mentors and supervisors, monitoring their progress against specific leadership objectives.</li> </ul> <p><b>2 Opportunities for Continuing Professional Development:</b></p> <ul style="list-style-type: none"> <li>• Ensure new leaders attend a series of workshops or seminars on school leadership, keeping up with current developments in educational leadership.</li> <li>• Promote professional learning networks where new leaders can exchange ideas and experiences with colleagues from other schools.</li> </ul> <p><b>2 Establish Regular Meetings for Sharing Good Habits:</b></p> <ul style="list-style-type: none"> <li>• Hold regular meetings for new school leaders to share good practices, challenges and successes. This will help them develop confidence and skills in practice.</li> </ul> <p><b>2 Support to Develop Clear Strategies and Visions:</b></p> <ul style="list-style-type: none"> <li>• Offer training and guidance to new leaders on how to develop a clear school strategy that aligns with the school's vision for learning and teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Assistance with finding further training for senior leaders. Challenge leader to provide training To develop the leads.</li> </ul>
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	<p><b>2 Performance Assessment and Planning for Forward Development:</b></p> <ul style="list-style-type: none"> <li>• Conduct a final assessment of the performance of the new leaders at the end of the academic year, agreeing further steps for their ongoing professional development.</li> </ul>	
<p><b>Reasoning over priority.</b></p>	<p><b>In the past year there has been a big change to our senior leadership with three new leaders in our school. Providing targeted support and professional development to our new school leaders is vital to ensuring a smooth and effective transition into their new roles. By investing in their development, we can strengthen our school leadership, improve the quality of teaching and learning, and foster a positive learning culture that benefits everyone in our school community.</b></p>	
<p><b>December Milestones</b></p> <p><b>2 Inductance Program Established:</b></p> <ul style="list-style-type: none"> <li>• Induction and mentoring programme for new leaders implemented. Each new leader has received a mentor and attended the first sessions of the training.</li> </ul> <p><b>2 Initial Needs Assessment:</b></p> <ul style="list-style-type: none"> <li>• Implement an initial assessment to understand each new leader's strengths and areas of development.</li> </ul> <p><b>2 Initial Leadership Training:</b></p> <ul style="list-style-type: none"> <li>• Conduct initial workshops on basic leadership skills such as strategic decision making and communication.</li> </ul>	<p><b>March Milestones</b></p> <p><b>2 Ongoing Mentoring and Regular Feedback:</b></p> <ul style="list-style-type: none"> <li>• Continue the mentoring process with regular meetings and personal feedback sessions to monitor the progress of new leaders.</li> </ul> <p><b>2 Advanced Leadership Training and Skills:</b></p> <ul style="list-style-type: none"> <li>• Implement advanced leadership workshops focusing on solving complex problems and managing change effectively.</li> </ul> <p><b>2 Good Practice Sharing Meetings:</b></p> <ul style="list-style-type: none"> <li>• Hold the first in a series of good practice sharing meetings with the new leaders and their colleagues.</li> </ul>	<p><b>July Milestones</b></p> <p><b>2 Leader Progress Review:</b></p> <ul style="list-style-type: none"> <li>• Undertake a final review of the performance of each new leader, assessing their progress against the criteria set forth in the programme.</li> </ul> <p><b>2 Continuing Professional Development:</b></p> <ul style="list-style-type: none"> <li>• Formulate a professional development plan for the new leaders to ensure they have opportunities to continue to improve and learn after completing the programme.</li> </ul> <p><b>2 Progress Report for the Superiors:</b></p> <ul style="list-style-type: none"> <li>• Prepare a report to the school board and senior leadership team outlining the progress made by the new leaders and recommendations for further support.</li> </ul>

<p><b>4. How can we improve our wellbeing provision, support for additional needs, specific groups of learners and differentiation strategies to create an inclusive and supportive learning environment for all pupils?</b></p>	<p>Reviewing and Improving Wellbeing Support Systems</p> <ul style="list-style-type: none"> <li>• Undertake a review of existing well-being support systems to identify gaps and additional needs.</li> <li>• Develop an action plan to improve wellbeing provision, including psychological and emotional support for pupils.</li> </ul> <p>2. Planning Individual Support for Pupils with Additional Needs</p> <ul style="list-style-type: none"> <li>• Ensure that all pupils with additional needs receive an individual education plan fully adapted to their needs.</li> <li>• Review these plans regularly to monitor progress and adjust support accordingly.</li> </ul> <p>3. Develop Effective Differentiation Strategies</p> <ul style="list-style-type: none"> <li>• Train teachers and support staff to implement differentiation strategies in teaching and learning to meet the needs of specific learners.</li> <li>• Create resources and guidelines for teachers to use to ensure that all children have equal access to the curriculum.</li> </ul> <p>4. Collaborate with Parents and Expert Counsellors</p> <ul style="list-style-type: none"> <li>• Establish regular communication pathways with parents and external professionals (e.g. educational psychologists, therapists) to ensure effective collaboration in supporting learners with additional needs.</li> </ul> <p>5. Monitoring and Measuring the Progress of Pupils from Specific Groups</p> <ul style="list-style-type: none"> <li>• Develop a monitoring system to track the progress of pupils from specific groups (e.g. pupils with ALN, disadvantaged pupils).</li> <li>• Use the data to inform adjustments to learning provision and well-being.</li> </ul> <p>6. Staff Training on Mental Health and Wellbeing</p> <ul style="list-style-type: none"> <li>• Run a training programme for staff to develop their awareness and skills in supporting pupils' mental health and wellbeing.</li> <li>• Promote well-being practices as part of a whole school culture.</li> </ul> <p>7. Create an Inclusive Learning Environment</p> <ul style="list-style-type: none"> <li>• Review and adapt learning areas to ensure</li> </ul>	<ul style="list-style-type: none"> <li>• Support from Thrive in setting up Thrive at the School.</li> <li>• Effective discrimination training.</li> <li>• Training/Good practice in tracking progress.</li> </ul>
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	<p>they are inclusive and support the diverse needs of learners.</p> <ul style="list-style-type: none"> <li>• Improve access to educational resources and tools for pupils in need of additional support.</li> </ul> <p>8. Raising awareness among pupils</p> <ul style="list-style-type: none"> <li>• Run workshops and wellbeing campaigns to raise awareness among pupils of the importance of supporting each other, particularly pupils with additional needs.</li> <li>• Create a school culture of sympathy, respect and social support.</li> </ul>	
<p><b>Logic</b></p>	<p><b>Improving our wellbeing provision, support for additional needs, specific groups of learners and discrimination strategies is a vital priority for ensuring all pupils receive the education, support and environment they need to succeed. By focusing on these areas, we can create a school where all pupils feel inclusive, supported and ready to reach their full potential.</b></p>	
<p><b>December Milestones</b></p> <p><b>Training and More Differentiation Strategies</b></p> <ul style="list-style-type: none"> <li>• Conduct further training for staff on the use of discrimination strategies in the classroom.</li> <li>• Develop new resources that support differentiation in learning and adapt assessment practices for pupils from specific groups.</li> </ul>	<p><b>March Milestones</b></p> <p><b>Training and More Differentiation Strategies</b></p> <ul style="list-style-type: none"> <li>• Conduct further training for staff on the use of discrimination strategies in the classroom.</li> <li>• Develop new resources that support differentiation in learning and adapt assessment practices for pupils from specific groups.</li> </ul> <p><b>Improving Progress Monitoring System</b></p> <ul style="list-style-type: none"> <li>• Introduce a monitoring system to track the progress of pupils from specific groups, including learners with ALS and disadvantaged groups.</li> <li>• Deliver initial results from the monitoring process to inform changes to curriculum and provision.</li> </ul> <p><b>Engaging with External Professionals</b></p> <ul style="list-style-type: none"> <li>• Expand collaboration with external professionals, such as educational psychologists or therapists, to provide specialist support to pupils</li> <li>•</li> </ul>	<p><b>July Milestones</b></p> <p><b>Review and Evaluate Progress</b></p> <ul style="list-style-type: none"> <li>• Conduct a final review of progress made with pupils with ALS and specific groups, using monitoring data.</li> <li>• Report back to parents on progress and adjustments to the individual support schemes.</li> </ul> <p><b>Improving the Inclusive Learning Environment</b></p> <ul style="list-style-type: none"> <li>• Adjust the learning areas and resources in the classroom and in the external areas to ensure that all children have equal access to the resources and an inclusive learning environment.</li> </ul> <p><b>Ensuring Continuity of Strategies and Sharing Good Practice</b></p> <ul style="list-style-type: none"> <li>• Ensure that well-being strategies and methods of discrimination are fully incorporated into daily school practice.</li> <li>• Share best practice across staff and develop a continuity plan</li> </ul>

		for the next academic year.
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