



Ysgol Glan Morfa

School Development Plan

2025-26

Published Summary

“Gyda’n Gilydd Fe Lwyddwn” (Together, we 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 the majority of classes and across the progression steps.
- Most ALN and MAT pupils make good progress in relation to their starting points and challenging targets.
- In terms of their skills, most pupils from low-income households make strong progress in relation to their starting points and their age and ability.
- The majority of pupils develop the learning skills they need to access the whole curriculum well. The majority have the literacy, numeracy and digital skills required in order to deepen their understanding.
- Pupils enjoy their lessons and show positive attitudes towards learning.
- There is a wide range of opportunities for pupils to contribute to school life through different pupil voice groups e.g. various councils.
- The pupils say they feel safe and happy at the school.
- Staff know the 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 planned well and build on pupils' knowledge, skills and understanding.
- Staff consider what pupils want to learn about 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.
- Transitional 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 school's work and support the school effectively.
- There is a clear cluster vision in place which is closely aligned with the principles of the Curriculum for Wales; this has been well developed with the cluster, pupils, parents/carers and governors.
- Regular and robust self-evaluation activities are ongoing.

Areas for development:

- Ensure that the Welsh language is developed through all areas of learning and experience – more opportunities to develop the language across the Curriculum.
- Ensure that the Maths work is of the same standard in the pure Numeracy lessons and in the Cross-curricular Numeracy challenges.
- Further develop the element of collaboration between pupils and provide them with opportunities to take part in campaigns and projects that promote entrepreneurial work.
- Develop the feedback pupils receive from the teachers and provide pupils with more consistent opportunities to self-assess and peer assess and for them to see that feedback is valuable and not critical.
- Refine the way we learn in Nursery and Reception focusing on experiences and following pupil voice.
- Continue the development of providing our pupils with valuable experiences through sport, arts and educational visits.

SCHOOL DEVELOPMENT PLAN EVALUATION 2024-25

Priority	Evaluating progress
<p>1. How can we further challenge our pupils within the classroom, outdoor areas and in basic skills fostering and developing independence, and the resilience of our learners across all areas of learning.</p>	<p>Over the year, we have strengthened our teaching provision by establishing the Cath Delve afternoon carousel, ensuring a range of activities that respond to the 6 Areas of Learning and Experience. This approach, along with our commitment to <i>relentless routines</i>, has ensured clear order, discipline and organisation on the classroom floor. We have also embedded the <i>Our Voice</i> program across the department, providing regular opportunities for pupils to voice their views and showcase their work, promoting independence and a sense of ownership over their learning.</p> <p>In addition, we have developed our language provision through the implementation of the spelling programme <i>RWI</i> and have started implementing a new spelling scheme in Welsh and English, which will be further embedded during 2025/26. <i>Thinking Wednesday</i> has supported thinking skills and a growth mindset, while systematic planning for fortnightly Outdoor Learning has expanded. Throughout the year, we have strengthened pedagogy, enhanced challenge and offered more opportunities for pupils to develop independence and confidence in their learning.</p>
<p>2. How can we refine our assessment and curriculum practices to ensure that they effectively support, and track pupils' progress throughout their academic journey?</p>	<p>This year we have made significant progress across our whole-school targets. In terms of equality and inclusion, all have attended the cluster's DARPL training, while BJ has led on the presentation of a 'Becoming anti-racist' chart and associated action plan. We have started using new resources that celebrate diversity and inclusion, and have created a list of pupils from ethnic minority backgrounds to ensure that their voice and identity are celebrated. Steps have also been taken to establish an inclusion and equality committee with parents and staff, including a review of policy and the definition of racism.</p> <p>In our work to ensure each pupil's progress, September assessments, writing baseline tasks and the RISE well-being assessment were completed, with information recorded on Tracker to inform next steps. There is also a new oral baseline following the Fed.</p> <p>In terms of pupil voice, we have conducted questionnaires and embedded the Task Wheel in each class through seasonal planning with pupils. Workshops with</p>

	<p>parents and learning demonstrations have provided opportunities to celebrate the children's achievements, while monitoring through books and learning walks has helped us measure impact.</p> <p>Finally, in order to promote independence in assessment, formative assessment expectations have been clearly presented and all members of staff have completed a questionnaire to identify further training needs. These steps have laid a solid foundation for the development of effective self-assessment and co-assessment in the future.</p>
<p>3. What targeted support and professional development can we provide for our new school leaders to ensure they transition effectively and succeed in their roles?</p>	<p>This year we have strengthened our Performance Management and Professional Development processes by creating a clear annual timetable that includes personal targets that reflect the individual needs of staff and aligns with the Action Plan. A questionnaire was conducted to gather the views of staff and a detailed Training Needs Assessment, informing a tailored professional development programme. Weekly meetings of the Senior Leadership Team have provided opportunities for members to extend their leadership skills, with staff across the school given further responsibilities to develop.</p> <p>We have established a termly monitoring schedule, combining walks, book scrutiny, lesson observations and conversations with pupils. Feedback has been clearly recorded and shared with staff, including stakeholder participation to strengthen accountability. In addition, visits to other schools have provided opportunities to share and showcase good practice.</p> <p>Regular Departmental Meetings have maintained a clear focus and provided opportunities to co-standardise wellbeing** to support the health and wellbeing of staff, including specific activities and access to professional support. Through these steps, we have achieved a balanced system that promotes professional progress, staff wellbeing and consistent quality of learning across the School.</p>
<p>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?</p>	<p>This year we have made significant progress in developing ALN and well-being provision across the school. Dedicated staff have attended <i>Thrive</i> training, and initial assessments have already begun with small groups and individual pupils, resulting in a plan to extend the approach to all classes. An Individual Development Plan tracking system and a general provision map have been set up and shared with staff in order to strengthen response to learner needs.</p> <p>During the monitoring of language books, the need for more obvious differentiation, and specialist training has been arranged with the Learning Support Team to address this. Specialist teachers from the Autism Support Team and the Emotional Health and Wellbeing Team have already monitored provision at the upper school and shared practical recommendations with staff. In addition, quiet areas have begun to be developed in the middle school, with the intention of extending them to all classes.</p> <p>Next steps will include the provision of <i>Thrive</i> training for all staff, monitoring discrimination through learning walks and book scrutiny, using RISE wellbeing data to identify vulnerable pupils, and hold regular meetings with assistants to ensure a clear understanding of ALN targets and provision.</p>

SCHOOL DEVELOPMENT PLAN PRIORITIES 2025/26

Priority	Key Steps	Support
<p>1. How can we develop further to give pupils the opportunity to apply their Welsh skills and literacy skills across the curriculum?</p>		
<p>Logic</p>	<p>This priority reflects the recommendations of the Estyn inspectors in 2025, who noted the importance of ensuring that pupils have consistent and meaningful opportunities to apply their Welsh skills and literacy skills across the whole curriculum. By developing this further, we can strengthen confidence and fluency, ensure that the Welsh language is a natural part of their everyday learning experiences, and contribute directly to maintaining and developing a vibrant bilingual culture in our school and community.</p>	
<p>December Milestones</p> <ul style="list-style-type: none"> All classes have started to use every day Welsh language opportunities (practical language, class voice, active phrases). First monitoring of books and theme work to see evidence of language and literacy skills included beyond Welsh lessons. Holding a workshop to share good practice for staff on how to integrate Welsh and language skills in other subjects. 	<p>March Milestones</p> <ul style="list-style-type: none"> Conduct learning walks to monitor pupils' use of Welsh in the classroom, in lessons and non-curricular activities. Pupils start creating multi-disciplinary themed work (e.g. history/science project) which includes extended writing in Welsh. Hold a parents' workshop to show how to support Welsh reading and writing skills at home. 	<p>July Milestones</p> <ul style="list-style-type: none"> Clear evidence of pupils' progress in applying their Welsh language skills across subjects – host a 'Welsh across the curriculum' day or festival to celebrate the creative use of the language in art, music, science, etc. An internal evaluation report showing impact and next steps for next year's language sessions.
<p>2. How can we create more challenging activities that enable pupils to apply their numerical skills effectively across the curriculum, ensuring that they are challenging and suited to their developmental needs?</p>		
<p>Logic</p>	<p>The school has chosen to develop this priority in response to comments from Estyn inspectors during our recent inspection, where it was noted that there is less challenge in the numeracy tasks offered across the curriculum compared to the challenge seen in the specific Maths lessons.</p> <p>While pupils demonstrate a good understanding of mathematical concepts in bespoke maths lessons, more needs to be done to ensure they apply those skills confidently in cross-curricular contexts. We want to foster the pupils' ability to transfer, modify and use their number skills in real life relevant and meaningful situations.</p> <p>By advancing this area, we aim to achieve appropriate levels of challenge and depth of thought in all areas of learning, strengthening logical thinking, problem-solving, and independence — core skills that are essential for the future.</p>	
<p>December Milestones</p> <ul style="list-style-type: none"> All classes reviewed practical situations where number skills are used in curricular contexts 	<p>March Milestones</p> <ul style="list-style-type: none"> Conduct multi-disciplinary mathematics projects which require pupils to use number skills in real life situations (e.g. budget planning, model 	<p>July Milestones</p> <ul style="list-style-type: none"> Clear evidence of pupils' progress in applying number skills in a variety of subjects, recorded through portfolios,

<p>(e.g. measurement in science or calculation in cooking).</p> <ul style="list-style-type: none"> • Number activities designed to include a personal challenge for each pupil, reflecting their developmental needs. • First monitoring to measure how often pupils are able to apply number skills beyond traditional maths textbook work. 	<p>building, data and graphs in science or IT).</p> <ul style="list-style-type: none"> • Pupils have started documenting their strategies in the application of number skills in different curriculum contexts. • Hold parent workshops to show how practical activities at home can aid the development of number skills. 	<p>project work and digital portfolios.</p> <ul style="list-style-type: none"> • Hold a challenging maths day or a number festival, where pupils apply their skills to challenging problems, coding games, real life puzzles and team activities. • An internal evaluation report showing the impact of challenging activities and next steps for the next academic year.
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3. How can we develop and standardise effective pedagogy across the various schools, sharing good practice and responding to the specific needs of each context? (Questioning, independent learning, triads)

<p>Logic</p>	<p>Collaboration between schools offers a valuable opportunity to ensure that all learners, regardless of their context, benefit from effective, innovative and responsive pedagogy. As our cluster of schools continues to grow in diversity in population, location and resources, it is essential that we develop consistent approaches to teaching that are sensitive to the specific needs of each school community.</p> <p>By sharing good practice, collaborative planning and creating opportunities for staff to learn from each other, we can reduce and raise teaching standards across the cluster. This is particularly important in a period of national curriculum change, where local interpretations of the Four Purposes and Areas of Learning and Experience vary.</p> <p>This priority seeks to foster a culture of continuous and collaborative professional learning, enabling schools to share successful approaches, respond flexibly to their specific contexts, and ultimately, ensure better outcomes for all our learners.</p>
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<p>December Milestones</p> <ul style="list-style-type: none"> • Review and assess current practices in questioning, independent learning and triads across the various schools. • Hold a workshop for sharing good practice for staff on how to integrate effective questioning and learning triads to increase pupil participation. • First monitoring of the independent learning in the classes to measure the impact of current practices. 	<p>March Milestones</p> <ul style="list-style-type: none"> • Create and share good practice guidance and lesson models that show how to incorporate challenging questioning, independent learning and triads. • Support collaborative workshops across schools for staff to share good practice and analyse local challenges. • Monitor pedagogical standardisation through lesson observations, learning walks and reviews. 	<p>July Milestones</p> <ul style="list-style-type: none"> • Clear evidence of standardisation of good practice in schools, with pupils using challenging questioning, independent learning and triads continuously. • Hold a display showcasing good practice or sharing sessions with staff to celebrate successes and share ideas for the next year. • An internal evaluation report identifying an impact on the quality of learning and assessing next steps to sustain progress.
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4. How do we ensure that all pupils in need of wellbeing support have timely and effective access to appropriate interventions, such as Thrive, and how do we monitor the impact of that provision over time?

Logic

Pupils' well-being underpins all aspects of their learning experience. In the past year, we have identified an increase in emotional and behavioural needs among our pupils, which shows a few facts that call for our attention and targeted response.

In addition to our observations and experiences among the staff, a **Welsh Government's emotional wellbeing study** which involved a recent questionnaire also highlighted some concerns that are relevant to us (such as evidence of reduced feelings of security or urgency for clarity in reasons for concern). This shows that we need to respond in a structured and comprehensive way as a school.

While methods such as **Thrive** have already been partially implemented, it is necessary to ensure that they happen **more consistently, purposefully targeted,** and under detailed monitoring. It is imperative that we:

- Identify pupils who need intervention at an early stage,
- Match all pupils with the **right intervention at the right time,**
- Use emotional data and assessment to evaluate the impact.

By establishing this priority, we aim to create a national system of:

5. Comprehensive action responding to feedback from the Welsh Government's well-being questionnaire
6. More consistent and balanced well-being interventions for all pupils
7. Monitor wellbeing data and improve staff and parental progression
8. Support staff confidence in responding professionally and effectively to children's emotional needs

Essentially, we are working towards building an environment where all children can feel safe, informed and supported — and where well-being is encouraged as part of a quality learning experience.

December Milestones

- Implement **Thrive training for dedicated staff**, identifying pupils in need of intervention.
- Establish an **ALN tracking system** and share the plan with staff to ensure that all identified pupils receive appropriate support.
- ☑ Initial monitoring of how interventions are delivered in small groups and individuals.

March Milestones

- Monitor the impact of Thrive interventions through **learning walks, book scrutiny and conversations with pupils.**
- Analyse **RISE well-being assessment data** to identify vulnerable pupils and ensure they receive appropriate support.
- ☑ Adapt and organise additional interventions according to the developmental needs of individuals.

July Milestones

- The impact of Thrive's interventions on pupils' wellbeing, with work portfolios, staff reports and information from parents.
- An annual review of the ALN tracking system to identify successes, share good practice and identify next year's areas for development.
- ☑ Plan next steps to increase the accessibility and effectiveness of wellbeing interventions in all classes.

