Ysgol Glan Morfa
Ffordd Lewis, Sblot, Caerdydd, CF24 5EB/Lewis Road, Splott, Cardiff, CF24 5EB
Ffôn/Tel: 02920 483663
Pennaeth/Headteacher: Meilir Tomos CPCP/NPQH
Dirprwy/Deputy: Miss Bethan Jenkins
www.ysgolglanmorfa.co.uk

School self-evaluation: summary

Strengths

1. Strong and effective welfare provision

- The school has developed a strong whole-school approach to wellness.
- The use of Thrive and targeted interventions has increased the school's capacity to support learners.
- The Wellbeing Team and the Mêts Morfa strengthen the voice and support of pupils.
- Needs identification and support delivery processes are increasingly robust.

2. Strong culture of professional development

- Staff collaborate effectively through triads, observations and sharing good practice.
- There is a clear focus on questioning, independence and a growth mindset.
- The consistency of pedagogy has improved across the school.

3. Increase in Welsh language development and oracy

- There are more structured opportunities for pupils to use Welsh.
- Language patterns and vocabulary are more consistently incorporated into lessons.
- The verbal confidence of many pupils has increased.

4. Better opportunities to apply skills

- There are more opportunities across the Morfa Fields to use literacy and numeracy in meaningful contexts.
- "Real work" approaches are starting to have a positive impact on pupil engagement.

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Areas for development:

1. Measure impact more precisely

- Data needs to be used more systematically to demonstrate the impact of interventions and priorities.
- Strengthen the use of assessments, Thrive, Rise and attendance data to demonstrate measurable progress.

2. Consistency across the school

- While many good practices exist, there is a need to ensure that best practices are consistently implemented in all classes.
- Develop greater consistency in the use of oratory, numeracy and independent learning strategies.

3. Develop deeper reasoning and thinking in mathematics

- Increase the opportunities for pupils to clarify their thoughts and justify their answers.
- Ensure a consistent level of mathematical challenge across the school.

4. Strengthening cross-curricular use of skills

- Develop more opportunities to apply literacy and numeracy independently across all areas of learning.
- Ensure that skill progression is evident and consistent in all classes.

Conclusion

- The school is in a strong position with particularly good progress in **welfare**, **pedagogy** and **the development of the Welsh language**. The next step is to move from implementing successful strategies to demonstrating their impact more measurably and ensuring full consistency across the school. This will help strengthen the evidence for governors, the local authority and any future inspection activity.

SCHOOL DEVELOPMENT PLAN EVALUATION 2025-26	
Prioritisation	**Evaluating progress**
1. How can we develop further to give pupils the opportunity to apply their Welsh skills and literacy skills across the curriculum?	**Progress Evaluation: Robust Progress** The school has put a clear focus on developing orality, reading and writing throughout the curriculum. Consistent expectations for oracy have been introduced across the school, with more opportunities for pupils to use Welsh in a wide range of contexts. Drill sessions, seasonal oral assessments and work on developing subject-specific vocabulary have contributed to pupils' improved confidence in using Welsh. Synchronising the reading carousel and strengthening partnerships with parents has improved regular reading opportunities. In addition, increasing opportunities to apply literacy skills across Morfa Fields are starting to have a positive impact on the quality of pupils' written work.

	Evidence of Impact • Greater natural use of Welsh in lessons and outside the classroom. • Increase in pupils' verbal confidence during pupil's learning journeys and voice activities. • Growing evidence of the application of literacy skills in Morfa Fields books. • Improved consistency in reading provision across the school. **Next Step** Refine the use of oral and reading assessment data to measure progress more precisely and ensure further consistency in the application of literacy skills across all AOLE's.
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 adapted to their developmental needs?	**Progress Evaluation: Satisfactory to Sound Progress** The school has made progress in strengthening numeracy provision by developing "real work" activities and cross-curricular opportunities to apply mathematical skills. There has been a clear focus on developing open-ended tasks and problems that encourage independent reasoning and thinking. Significant work has taken place to develop Excellent Numbers methods and CLIC sessions, with more consistent tracking systems supporting the identification of pupils' needs and progress. The array of mathematics resources and staff training has also improved staff awareness of the resources available and the skill progression. **Evidence of Impact** • More mathematical activities in meaningful contexts. • Better staff understanding of numeracy skills development. • Increasing use of Excellent Numbers methods in daily lessons. • Evidence in books showing greater opportunities to apply mathematical skills. **Next Step** Ensure that the level of challenge is consistent across all classes and extend opportunities for pupils to explain their mathematical reasoning independently.
3. How can we develop and harmonise effective pedagogy across the various schools, sharing good practice and responding to the specific needs of each	**Progress Evaluation: Very Good Progress** The school has established a strong culture of professional learning and collaboration. The use of triads, sharing good practice, developing questioning

context? (Questioning, independent learning, triads)	skills and work on pupils' independence have contributed significantly to strengthening pedagogy across the school. A focus on a growth mindset, independent learning and staff development through specialist training has led to a better understanding among staff of how to support learners to be more resilient and independent. The work in the early years, including "Planning in the Moment", shows strong potential to further strengthen provision. **Evidence of Impact** • Increasing consistency in teaching practices. • Staff share effective practices more regularly. • Pupils take more responsibility for their learning. • More effective use of questioning to stretch pupils' minds. • A clear development in the independent provision in the classrooms.
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?	**Progress Evaluation: Very Good Progress** The school has made significant progress in strengthening its wellbeing provision. The use of Thrive has become more structured and the school's capacity to provide emotional support has increased through the training of additional staff and the development of more robust assessment and tracking processes. The establishment of a whole-school Wellbeing Team, the reintroduction of Mêts Morfa and the development of staff wellbeing strategies have strengthened the whole-school approach to wellbeing. A greater focus on monitoring the impact of interventions and identifying needs at an early stage ensures that more timely support is available to pupils. **Evidence of Impact** • More pupils have access to appropriate interventions. • Better coordination between wellbeing team members. • Staff increased confidence in using Thrive strategies. • Strengthen pupils' voice in welfare issues.

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	• A stronger focus on staff wellbeing and professional support.

SCHOOL DEVELOPMENT PLAN PRIORITIES 2026-27		
Prioritisation	**Skip to footer**	**Carmarthenshire**
1. How we can strengthen pupils' linguistic development in Welsh and English by introducing an effective new phonics plan and restructuring the writing process to ensure clear, consistent and high-quality progress across the school?		
Reasoning	We have chosen this focus in our CGY as language development is the foundation of pupils' success across all areas of learning. By introducing an effective new phonics scheme, we can ensure that pupils develop sound reading and spelling skills at an early stage, increasing confidence and fluency in Welsh and English. At the same time, restructuring the writing process focuses on systematically developing skills, ensuring clear progress, consistency in teaching methods, and a higher standard of work across the whole school. These two actions go hand in hand to strengthen the quality of provision and to sustainably improve learner outcomes.	
December Milestones • Monster Phonics, Talk for Writing and Core Language Patterns training completed by staff. • Daily drilling of Welsh and grammar is active in all classes. • A new reading carousel has been implemented consistently across the school. • Reading, spelling, and writing baselines collected. • Story Officers and Crew of Welshness are active.	**March Milestones** • Evidence in books of a consistent writing process across the school. • Measurable improvement in mid-year reading and spelling assessments. • Teachers use Talk for Writing and Voice 21 on a regular basis. • The majority of pupils show greater verbal confidence in Welsh and English.	**July Milestones** • Most pupils have made clear progress in reading, spelling and writing. • Apparent consistency in writing quality across the school. • Better natural use of Welsh across the school. • A strong reading culture established.
2. How can we adapt and extend our Maths plans to develop pupils' elementary mathematical skills by introducing consistent teaching methods, checking progress regularly, improving resources and offering meaningful learning experiences?		

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Reasoning	We have chosen this priority because elementary mathematical skills are the foundation of pupils' success across the curriculum and in everyday life. Internal evidence shows that inconsistency in teaching methods and a lack of clear progression can affect pupils' progress. By adapting and extending our Maths plans, we can ensure that learning systematically builds on pupils' prior knowledge. Introducing consistent teaching methods will help to strengthen the confidence of staff and pupils, ensuring a clear and coherent learning experience across the school. In addition, regularly checking progress allows us to identify gaps early and provide appropriate support. Improving resources and offering meaningful learning experiences ensures that mathematics is relevant and practical, increasing pupils' engagement and deep understanding. Together, these steps will lead to higher standards, more consistent progress, and more confident and skilled learners in mathematics.	
December Milestones • Magma Maths has been introduced and staff have received training. • Baseline math and tracking system in place. • Review the cluster maths scheme and introduce the 5 proficiencies. • Two cross-curricular numeracy tasks are planned each half term.	**March Milestones** • Evidence in books of increased reasoning and problem-solving activities. • Staff use assessment data to inform teaching. • Improved consistency between classes in mathematical methods. • Pupils are more confident in explaining their mathematical thinking.	**July Milestones** • Data shows an increase in core mathematical skills. • Numeracy across the established curriculum. • Pupils confidently use mathematics in "real life" contexts. • Clear mathematics generality and progression across the school.
3. **How we can develop pupils' expressive arts experiences by expanding opportunities in drama, music and dance, and embedding them effectively across the curriculum to strengthen creative and communication skills**		
Reasoning	We have chosen this priority as the expressive arts play a key role in developing pupils' creativity, confidence and communication skills. Evidence shows that opportunities in drama, music and dance are not consistently	

<table>
<tr><td></td><td colspan="2">provided or fully integrated across the curriculum, limiting pupils' full development in this area.

By expanding opportunities in the expressive arts, we can create rich and meaningful learning experiences that encourage pupils to express their ideas, emotions and creativity in a variety of ways. This supports the development of oral skills, collaboration and self-confidence.
In addition, by effectively incorporating the arts across the curriculum, we can make learning more engaging and integrated, supporting deeper understanding in other subjects. This will result in more creative, confident and expressive learners who can communicate effectively in a variety of contexts.</td></tr>
<tr><td>December Milestones

• Inspection of provision completed.
• A progression plan of drama, music and dance has been developed.
• Class services, singing sessions and a creative task wheel in place.
• Arts opportunities planned in each class.</td><td>March Milestones

• Staff training has increased confidence in teaching the arts.
• The arts are intentionally incorporated into themed projects.
• Pupils show more confidence in performance and presentation.
• Creative assessment system in place</td><td>July Milestones

• All pupils have had regular drama, music and dance experiences.
• Noticeable improvement in creative and communication skills.
• Evidence of increased confidence and performance.
• Sustainable arts provision embedded.</td></tr>
<tr><td colspan="3">4. How can we develop effective provision for Additional Learning Needs by establishing a successful autism centre, adapting our learning environments and strengthening staff understanding to ensure high standards and consistent progress for all pupils?</td></tr>
<tr><td>Reasoning</td><td colspan="2">We have chosen this priority as providing for pupils with Additional Learning Needs (ALN) is essential to ensure equity, inclusion and success for all learners. Evidence within the school shows that more structured and consistent provision needs to be developed, particularly for pupils with complex needs such as autism.

The establishment of an autism centre will provide bespoke support that meets the sensory, social and emotional needs of pupils, helping them to engage more effectively with learning. At the same time, adapting the learning</td></tr>
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<tr><td></td><td colspan="2">environments across the school ensures that all classes are more inclusive and responsive to the diverse needs of pupils.

Strengthening staff understanding and skills is a key element, as this will lead to more effective teaching practices, the use of appropriate strategies, and constant support for ALN pupils in all contexts.

Together, these actions will lead to better standards, more consistent progress, and better well-being for ALN pupils, ensuring they have full access to the curriculum and reach their potential.</td></tr>
<tr><td>December Milestones

• The Nest is open and operational.
• AET audition from school completed.
• Initial AET training provided to all staff.
• Visual communication strategies and Makaton have begun to be used.</td><td>March Milestones

• Evidence of consistent ALN adjustments in classes.
• Staff are more confident in meeting the needs of neurodiverse learners.
• A general provision resource bank available to staff.
• The progress of Y Nyth pupils is effectively tracked.</td><td>July Milestones

• The Nest has been successfully established as an integral part of the school.
• Consistent and effective provision of ALN across the school.
• ALN pupils show measurable progress and improved engagement.
• Makaton and communication systems rooted across the school.</td></tr>
<tr><td colspan="3">5. To what extent does developing the internal and external learning environment and increasing outdoor learning opportunities improve pupils' independence, resilience and skills across the school?</td></tr>
<tr><td>Reasoning</td><td colspan="2">We have chosen this priority because the learning environment – both internally and externally – has a direct impact on how pupils learn, engage and develop their skills. Evidence shows that the use of existing spaces, particularly the outdoors, has not been fully developed to support independent learning and meaningful experiences.

By developing these environments and increasing outdoor learning opportunities, we can provide more practical, authentic and stimulating experiences that encourage pupils to explore, solve problems and make decisions. This supports the development of independence and resilience,</td></tr>
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	enabling pupils to take responsible risks and persevere in the face of challenges. In addition, high-quality learning environments support a wide range of cross-curricular skills, making learning more relevant and meaningful across the school. As a result, pupils will develop into more enterprising, confident and effective learners.	
December Milestones • Outer areas of developed classes. • Frobelian resources in place up to Year 2. • Staff have received training on the role of the "Enabling Adult". • Outdoor elements appear in weekly planning.	**March Milestones** • Regular outdoor learning sessions across the school. • Evidence of language and vowel development in the Frobelian areas. • Adults are constantly using enabling strategies. • Higher levels of independence among pupils.	**July Milestones** • Outdoor learning embedded in the curriculum. • Pupils show greater resilience and independence. • Internal and external learning areas are used effectively to support learning. • Strong evidence of cross-curricular skills development through outdoor learning.