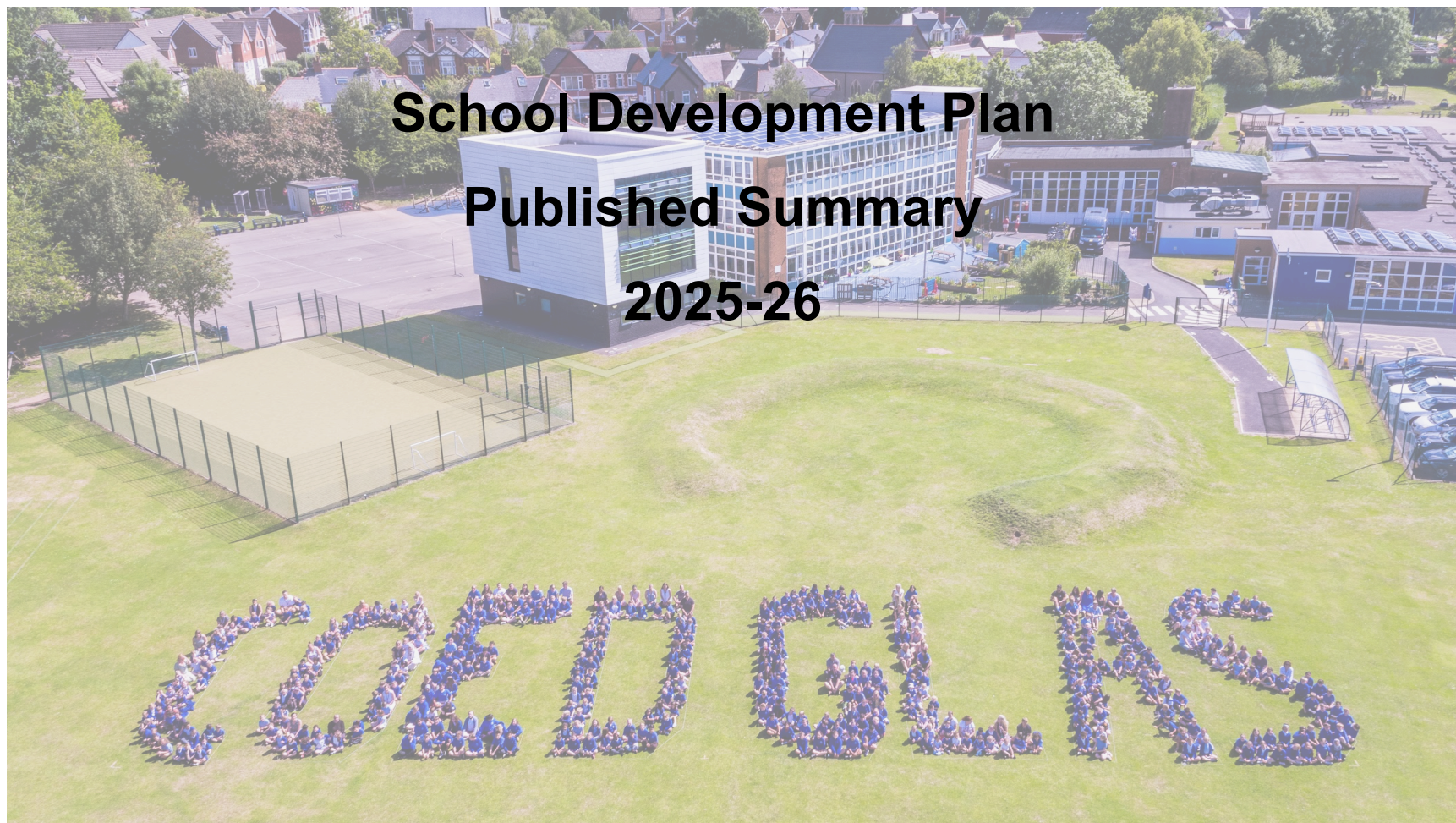




School Development Plan Published Summary 2025-26

'Roots to Grow,

Wings to Fly"

School self-evaluation: summary

Strengths:

- Coed Glas is an exceptionally caring and inclusive primary school where all pupils are encouraged to succeed in all aspects of learning.
- Pupils who attend the Hearing Impairment Learning Resource (HIRB), have English as an additional language (EAL), and those in need of additional support in learning have positive attitudes to learning.
- Well-being sessions provided at the beginning of every day support pupils to develop their social skills and engage in learning.
- The nurture support provided in the 'Nest' is a highly effective provision to best meet the well-being needs of pupils.
- A strength of the school is how the staff work together as a team to provide an attractive and calm learning environment for pupils.
- Leaders have a clear vision and a strong understanding of the strengths and areas for development of the school.
- Many younger pupils, through immersion in an authentic, language rich environment, make swift progress.
- As pupils move through the school, many continue to make suitable progress in their learning.
- Most younger pupils show enthusiasm for books and reading activities.
- Most older pupils read fluently and discuss most features of a book. These pupils use research skills appropriately and develop effective comprehension skills.
- Many younger pupils develop early writing skills well. Many older pupils write confidently in a range of genre.
- Most pupils develop their creative skills effectively as they move through the school,
- Pupils' emotional well-being is strong as a result of the highly effective support provided by staff.
- Many pupils influence a range of aspects of school life and take a variety of responsibilities enthusiastically. The contribution by the pupils to the work of the school is effective.
- Most pupils understand the benefits of vigorous exercise and take part enthusiastically to develop their physical skills. As a result, most show a good understanding of their own emotional well-being and establish supportive relationships with their friends.
- Nearly all pupils enjoy school and are eager to learn.
- Nearly all have warm and respectful relationships with staff in school, which creates a settled and happy learning environment.
- Most pupils develop very strong relationships with their peers and help to support each other in their learning.
- Nearly all pupils behave extremely well.
- Most pupils understand the importance of fairness and equality. They speak and listen confidently to staff and are happy to approach any member of staff should they have concerns, for example as part of the highly effective nurturing and well-being support provided in the Nest provision.
- Staff work diligently as a team to provide an attractive and calming learning environment, which helps most pupils to engage in learning activities in all areas of the school.
- Leaders and staff promote the vision and values for delivering the Curriculum for Wales and strive to align effective practice to support pupils to develop their skills.
- Many staff support pupils to make progress by referring to previous learning and recapping different ideas.

- They use effective teaching methods such as subtle probing, and encourage pupils to elaborate on their responses and deepen their understanding in different learning contexts.
- The care and support that the school provides for pupils and their families is an outstanding feature. Leaders and staff invest heavily in getting to know the pupils and meet their well-being needs well.
- All staff provide strong support for pupils with ALN. There are clear systems for the identification for pupils needing additional support in learning, and provision is planned effectively to support them to make good progress in their skills.
- The family engagement officer supports many parents highly beneficially to help pupils and their parents.
- School has a strong culture of safeguarding and staff provide a caring and safe environment for pupils. Arrangements for monitoring pupils' punctuality and regular attendance are robust.
- The headteacher has established a clear vision and priorities for improvement at the school. The vision sets out high aspirations for pupils, their families and the local community and places inclusion and well-being at the heart of the school's work.
- The headteacher provides effective, supportive and compassionate leadership, which has a positive impact on the lives of pupils, staff and their families.
- Together with the support of the deputy headteacher and members of the leadership team, leaders provide a culture of strong teamwork, continued improvement and inclusion across the school.
- Leaders and staff are committed to building and maintaining strong working relationships with pupils and parents from the outset. As a result, pupils are proud of their school and many make suitable progress in their learning, particularly those identified with ALN or EAL.
- Teachers nurture pupils' curiosity and engagement to learning by adapting the learning environment.
- Leaders set high expectations and encourage staff to undertake continual self-improvement and professional development opportunities to improve their knowledge and skills. They link the professional needs of staff with school priorities well. The new performance management procedures support this work well.
- The school's work in partnership with parents and external agencies is effective, which supports the well-being of pupils and their families extremely well.
- The introduction of the **Get Writing** approach has provided commonality of expectations, shared experiences, practise and secure strategies, uniformity of language and terms across the school. Teachers provide direct instruction of specific skills in planned contexts and as part of a bigger picture.
- Opportunities for extended writing are well planned and show progression and genre coverage. Pupils engage in a range of relevant and stimulating writing opportunities that allow them to apply their skills across the curriculum.
- Children understand how to improve their writing through a process of draft, edit, redraft. Book Looks show that the Get Writing process is being followed and evidenced with examples of cold writes (where appropriate), intrinsic skills development and a final edited piece of work. The build/ journey to writing is clear. Handwriting and presentation improved in line with refreshed guidance.
- Coed Glas has worked with CSC to provide training and teaching support to staff in order to improve standards of Welsh. Monitoring by school staff and CSC showed that the quality of teaching and learning has improved and as a result children can ask and answer questions in Welsh. The children can articulate their grammatical understanding. Consistent effective practice is reflected in the children's confidence both in undertaking the learning activities and in their use of the Welsh language.
- The Criw Cymraeg has been further developed this year with the children leading monitoring of Welsh across the school. Criw Cymraeg meeting fortnightly to work on silver award targets
- Lead teacher met with Emma CSC to gather ideas of how 10 targets can be met and embedded across the school. Links established with Criw Cymraeg from Thornhill Primary and pupils met to share ideas. Criw Cymraeg led Welsh themed assemblies started in Y5/6 and organised Welsh enrichment events- Diwrnod Shwmae, led parts of Eisteddfod, ran their own competition for Eisteddfod. Evidence of Welsh cross-curricular work in pupils' topic books

has improved.

Areas for development:

- To achieve Cymraeg Campus Gwobr Arian
- To apply mathematical skills in a wider variety of contexts.
- To provide meaningful opportunities for pupils to use and apply their digital skills across the curriculum.
- To continue to develop our SRB that opened in September 2024.

SCHOOL DEVELOPMENT PLAN EVALUATION 2024/25

Priority	Evaluation of progress
1. To develop a cohesive approach to the teaching of reading across the school enabling pupils to improve their reading skills.	RH has attended Reading Reconsidered training $\frac{2}{3}$ days with final day to be completed in the Autumn Term 2025 - this will then lead into sharing with Staff during INSET sessions in 2025/26 in line with recommendations from CSC team monitoring conducted as part of the Cardiff Reading Project. This project will continue into the 25/26 academic year led by the CSC team. The National Reading Assessment data showed that standards of reading from Y3-6 are good with average standardised scores above 100 in every year group. The Pupil Progress Meetings have used Salford Data to track and monitor the progress of children in each term allowing teachers to regularly reflect on progress within their classes and make adjustments to provision where appropriate. Next year, this data should be recorded on our pupil tracker. Development of Literacy on Page for each term across 2025/6 will help us to create a Reading Spine for Coed Glas. Analysis of attitudes to reading from Love Reading Questionnaire run by Cardiff University showed that 74% of children in PS3 enjoy reading in their spare time with almost all saying that it helped them to relax. 80% of the children surveyed said that they enjoyed reading in class (91% in Y4, 79% Y5, 78% Y6) and 81% (85% Y4, 82% Y5 80% Y6) of the respondents identified themselves as confident readers. 34% of respondents said that they did not enjoy being read to. Most children did not visit a library regularly or enjoy reading on a device or listening to audiobooks. And by Y6, 60% of participants said that they did not enjoy talking about reading with friends and family. As part of our continued commitment to developing reading skills and improving attitudes to reading, in 2025/6 we have applied for, and been granted, a place on the Libraries for Primaries training and funding scheme

	run by the National Literacy Trust. This will help us to continue to develop positive attitudes to reading by developing appropriate library spaces with books that reflect our community and are used regularly by pupils and their families. <i>This Year's SIP for Reading has allowed us to gain a good understanding of where we are as a school, ensure that existing practice such as Read Write Inc is embedded and consistent, regularly track the progress of reading in our school and begin to implement Whole Class Reading across PS3. Our ongoing projects for 2025-6 give us a strong structure to continue to develop reading into the next academic year and beyond.</i>
2. To provide meaningful opportunities for pupils to use and apply their digital skills across the curriculum.	+ Staff survey completed and analysed. Very positive trends, showing increase and improvement in confidence, competence and opportunities created, for the DCF across PS1-PS3. - Conclusion from staff that the prescriptive approach from the DLD is not necessarily the right way to ensure the effective delivery of the DCF at Coed Glas; + SL/MT discussions concluded that the new approach should be that DCF is interwoven throughout and should be planned to support other SIP priorities (shared by the same recommendation 2) which are, Maths rich projects, explicitly written into the LLC - writing MTP and Welsh, for the Autumn term. x2 INSET days planned for Sep 25 with DCF being reflected on both days. + DCA to introduce skills by year group, to support teachers, identify, map and plan activities. - L2L not completed, must be a priority for Autumn 2025.
3. To continue to develop pupils Welsh oracy skills and promote pupils exposure to Welsh literature.	At the start of the Autumn term all year groups were provided with L2L data from the Summer term 2024, which has been used to plan and develop oracy based DBD sessions and lessons based on sentence patterns which the children are not yet confident with. Welsh cluster meeting was attended and strategies being used at Coed Glas were shared and discussed with cluster schools. It was noted by LHS staff that they have noticed a vast improvement in the Welsh oracy skills of children coming up from Coed Glas. Further cluster meetings have been scheduled to continue this work. The Welsh competency framework questionnaire has been sent out to all teachers and once this is complete the data will be analysed to identify specific members of staff who require further Welsh oracy training. Criw Cymraeg members were elected and meetings established to share Siarter Iaith targets which Criw will play a vital role in. Targets from the Siarter Iaith changed this year and some seem very ambitious so a meeting was set up with CSC to discuss this.

	CD worked alongside Mathias Maurer (CSC) to create Welsh reading training and examples of resources which were delivered during INSET for teaching members of staff. A bank of non-negotiable Welsh sentence patterns were developed in conjunction with Llanishen High School to provide year 5 and 6 teachers with an idea of priority sentence patterns from the continuum which are most useful for Welsh teaching in year 7/8. During the Spring term L2L data was analysed and progress seen in most year groups. Extra support developed for year 1/2 and guidance given on expectations for daily welsh oracy sessions. Year groups started to develop Welsh reading resources- agreement that KS2 classes would deliver these in the style of WCR sessions and 1 book to be delivered per half term. Tracking of reading materials delivered started.  Welsh Reading Book Coverage Progression of sentence patterns being developed for each year group from continuum.  Year Group Mid Term Progression maps CD worked alongside MM (CSC) to develop reading resources which can be used in year groups reading for 2025/26 year  Welsh Reading Book Coverage 2025/26
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School Improvement Priorities 2025-26

1. To provide meaningful opportunities for pupils to use and apply their cross- curricular skills.
2. To develop curriculum mid term plans focussing on 'the why'.
3. To develop a whole school approach to supporting mental health.
4. To continue to develop our provision in our DHRB and SRB.

SCHOOL DEVELOPMENT PLAN PRIORITIES 2025/26		
Priority	Key Actions	Support
1. To provide meaningful opportunities for pupils to use and apply their cross- curricular skills.	• Literacy, Digital, Welsh and Maths leads take part in professional networks • Training for staff • INSET time • Purchase materials needed • Set up a school library	• CSC professional learning • CSC network meetings • CSC professional learning programme. • Improvement Partner support
December Milestones • Monitor mid term planning • DCF - DCA to work with key teaching staff to plan opportunities for digital skills within contexts • RH attend Reading Reconsidered training days • MB attend CSC Maths training • Maths Lesson observations	March Milestones • Continue to develop Whole Class Reading for Y3-6 • Purchase additional reading material that reflects the diverse nature of our school community • Reading observations • Governor book looks and Listening to Learners	July Milestones • Personalised Assessment scores improved and attainment gap reduced • RWI attainment gap reduced • Mid term plans; Listening to Learners; Lesson observations show evidence of cross-curricular skills progression across school
2. To develop curriculum mid term plans focussing on 'the why'.	• RH/LT attend Curriculum & Assessment Design Programme through CSC • Training for staff • INSET time • Professional Engagement priority • Monitor mid term plans	• CSC professional learning and network meetings • Link with Raglan Primary about Curriculum Storyboards
December Milestones • Training for staff started - mid term planning for Spring is improved.	March Milestones • February INSET day planning for Summer	July Milestones • Monitoring
3. To develop a whole school approach to supporting mental health.	• Send out questionnaires • Analyse information • Look at workload for staff - use of AI • Arrange Group Supervision for SRB and DHRB staff	• Education Safeguarding • Cluster
December Milestones • Whole school mental health questionnaires sent out: Pupils/Staff/Governors/Parents & Carers	March Milestones • Analysis of questionnaires completed • Group Supervision for both bases continues	July Milestones • Whole school safeguarding self-evaluation completed by June 2026

• Prevent training accessed • DSP forum attended • Group supervision for SRB		
4. To continue to develop our provision in our DHRB and SRB.	• Team Teach training • Attend Local Authority INSET day • Cluster meetings between local base staff termly • Relevant training for staff • Purchase resources needed • Request additional funding to improve outside areas for SRB Deri 1 & 2 • Open evening planned • Recruitment	• Local Authority ASD team support • Local Authority Deaf & Hearing Impaired team support • Cluster SRBs
December Milestones • Team Teach training • Cluster INSET • Purchase some resources • Open Evening • HLTA in place in SRB	March Milestones • Local Authority SRB training day attended • Funding agreed for outside areas • Cluster Inset • Recruitment for TAs completed for DHRB (vacant posts)	July Milestones • Monitoring