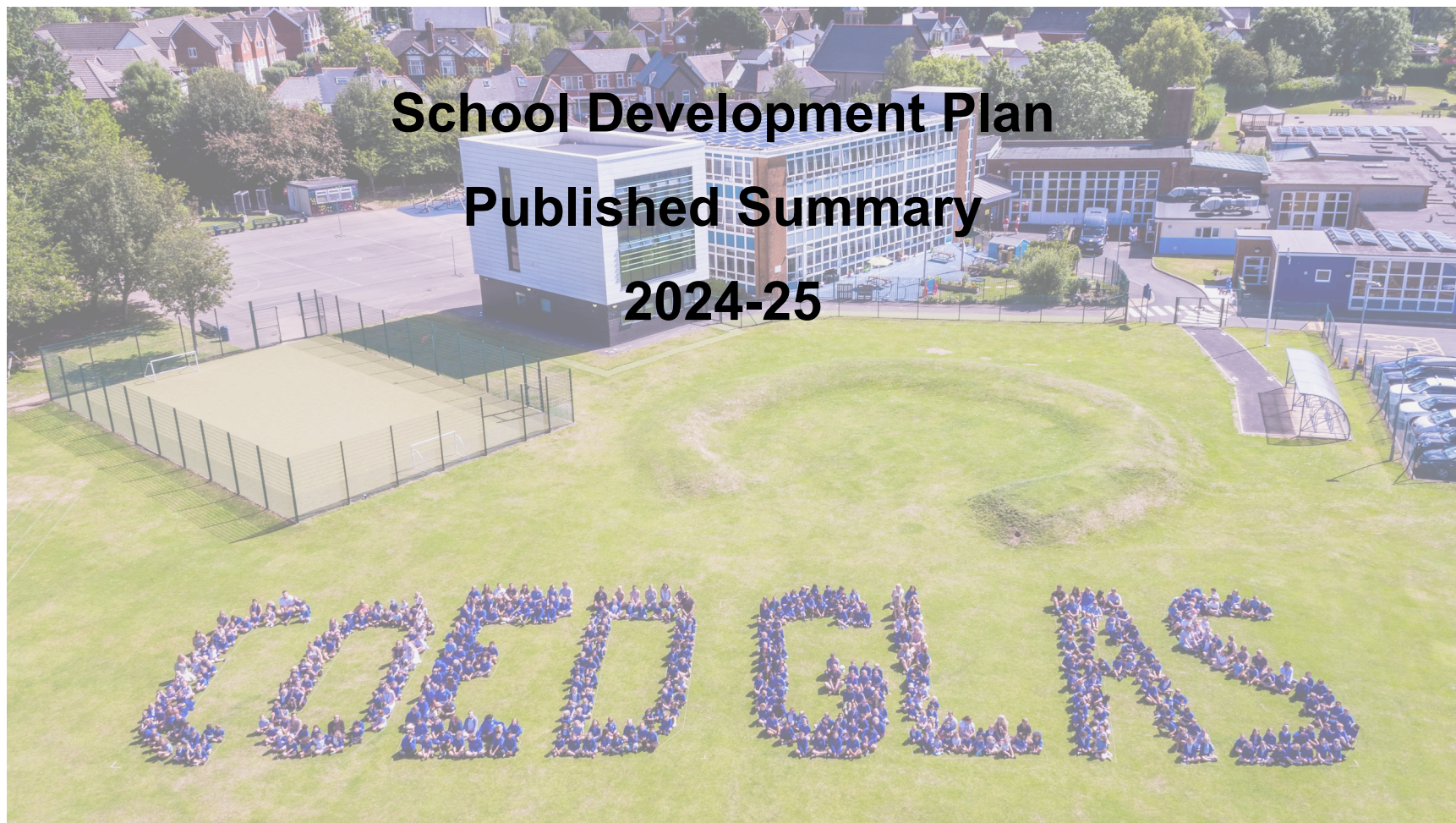




School Development Plan Published Summary 2024-25

'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.

SCHOOL DEVELOPMENT PLAN EVALUATION 2023/24

Priority	Evaluation of progress
1. To Improve pupils' Welsh language skills and develop 'Cynefin' across our school.	Welsh lead has continued to engage with CSC staff to support professional learning within school. Whole staff training gave a deeper understanding of how to teach a language. 'Deg bob dydd' was introduced to provide daily drilling opportunities through games. Staff training also reinforced the high priority of welsh language, multilingualism and cynefin within the curriculum. Criw Cymraeg and Listening to Learners show that all classes have regular Welsh oracy time to practise their language patterns. Use of Welsh as a target on professional engagement helped to identify those who needed to access training. The Criw made links with a local primary school to share ideas. The Welsh lead met with CSC staff to look for ways to achieve Cymraeg Campus Gwobr Arian. Joint lesson observations and listening to learners with Mathias Maurer (CSC) showed significant improvement in children's abilities to ask and answer questions in Welsh and their understanding of grammar. Children spoke with confidence and enthusiasm. Consistency and quality of teaching has improved.
2. To improve standards of pupils' writing across our school.	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. RWI data shows progression with a growing number of children reaching the upper levels by the end of Year 2. The national assessment data for reading in Year 2 shows an average score of over 1000 this year.

School Improvement Priorities 2024-25

1. To develop a cohesive approach to the teaching of reading across the school enabling pupils to improve their reading skills.
2. To provide meaningful opportunities for pupils to use and apply their digital skills across the curriculum.
3. To continue to develop pupils Welsh oracy skills and promote pupils exposure to Welsh literature.

SCHOOL DEVELOPMENT PLAN PRIORITIES 2024/25		
Priority	Key Actions	Support
1. To develop a cohesive approach to the teaching of reading across the school enabling pupils to improve their reading skills.	• Literacy lead take part in professional networks • Training for staff • INSET time • Purchase materials needed • Set up a school library	• Llanederyn Primary • CSC network meetings
December Milestones • LLC monitoring • Mid term planning - evidence of direct teaching of reading skills	March Milestones • Develop Whole Class Reading for Y4-6 • Purchase additional reading material that reflects the diverse nature of our school community • Monitoring shows children's reading comprehension skills are developing	July Milestones • Reading Personalised Assessment scores improved and attainment gap reduced • RWI attainment gap reduced
2. To provide meaningful opportunities for pupils to use and apply their digital skills across the curriculum.	• In September offer a temporary TLR position on SMT for a teacher to lead digital skills • Digital lead/team to take part in professional networks • Training for staff • INSET time • Professional Engagement priority • Teachers to plan opportunities to develop pupils' digital skills • Monitor mid term plans • Lesson observations and listening to learners • Digital Criw developed • To source new (and loaned) digital equipment in support of Teaching and Learning. • In the first year, DCF skills are to be pre-mapped and prescribed, however, ensure that the DCF skills are tracked and that the STP and delivery demonstrate effective coverage across all AOLES	• Brokered support from Improvement Partner • Central South Consortium (CSC) network meetings • Matthew O'Brien - CSC • Gareth Morgan - Digital Den bought in to support planning and mapping (£275/year), website: digitallearningden • Liaise with KingS106@hwbcymru.net (Sarah King) re iPad opportunities
December Milestones • Digital lead in place and engaged in professional networks	March Milestones • Staff plan/teach/deliver projects with the DCF skills planned and integrated.	July Milestones • Staff survey Su25 (post) • Pupil survey Su25 (post)

• Training booked • INSET time • Monitoring of mid term plans shows opportunities for developing pupils' digital skills • Pupil's Digital Criw set up • Professional Engagement • DCF INSET 11 OCT 24 • Staff survey Au24 (pre) • Pupil survey Au24 (pre)	• Monitored planning and learning shows effective and challenging use of DCF skills • Contact local IT businesses and potential corporate sponsors/donors. Explore STEM initiatives and (funded) projects for CG to be part of.	
3. To continue to develop pupils Welsh oracy skills and promote pupils exposure to Welsh literature.	• Welsh lead/team to take part in professional networks in order to collaborate and share practice. • Welsh lead to work with the Cluster schools and Mathias Maurer • INSET time • Develop understanding of the high status of Welsh language, multilingualism and Cynefin • Use CSC Listening to Learners framework to assess • Plan and implement effective, appropriate daily oracy sessions • Plan and implement regular direct Welsh language teaching following SoW. • Monthly Criw Cymraeg meetings • Monitor mid term planning • Evaluate learning environments • Plan regular theme days and celebrations • Continue addressing the multilingual aspect of CfW through weekly BSL lessons across all classes	• Central South Consortium (CSC) AoLE network meetings. • CSC professional learning programme. • Welsh Language Development officers: Mathias Maurer • Cluster working
December Milestones • Welsh lead has engaged in professional networks, collaborated, and shared practice with others. • Criw Cymraeg meet regularly to lead on Cymraeg Campus Targets. • INSET time used for staff to look at Silver CC targets and distribute responsibilities.	March Milestones • Progress of learners has been reviewed using CSC Listening to Learners framework. • SWAC data of Welsh language competency is analysed and relevant training provided for TAs • Use INSET time to develop the delivery of Welsh reading skills	July Milestones • Cymraeg Campus Siarter Iaith Gwobr Arian • Cymraeg Campus school questionnaire repeated, data analysed, and progress measured. • Progress of learners has been reviewed using CSC Listening to Learners framework.

• Audit of Welsh reading books and resources around the school • Engage with cluster to develop and refine use of new continuum in Welsh lesson delivery	• Use INSET time to raise staff awareness of the identified targets from Cymraeg Campus Questionnaire and their role in them.	• Professional discussion, sharing of practice has continued. • Learners have engaged in Welsh language themed days and/or celebrations.
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