

Cefn Glas Infant School

Self evaluation Review 2024- 2025

School Development Plan Summary 2025-2026

Inspection Area 1- Teaching and Learning

Strengths

Independence of all learners- Reading Eggs, Maths Seeds, HWB, various IT programmes, Must Do Challenges, Dojos, lunchtime, morning challenges, daily monitors.

Pupil voice opportunities are a strength in the school.

AoLE proformas (Action plans, Ragging, SWOT, Monitoring and follow up) are now embedded.

IT project on Minecraft- Used as CSC training tool and published in Snippets of Success.

Enterprise projects.

Curriculum design, promoting a broad range of Knowledge, Skills and Experiences, including Forest Fun.

Links with Keeping Wales Tidy

Areas for development

Cluster Shared Understanding Of Progression to be embedded in Autumn Term – DHTs to lead- the SUOP has been completed. All teachers and LSO's have access to these as a point of reference. All AoLE's had input into these.

Nursery to begin to develop the Curiosity approach, making purposeful use of the new outdoor areas.

Introduce peer assessment across all AoLE's.

Use the cluster vocabulary – 'Language for Learning'.

Further develop outdoor areas to ensure good quality learning opportunities are offered across all AoLE's.

Inspection area 2- Care, Support and Wellbeing

Strengths

We are a Silver Rights Respecting School.

Communication methods with parents is a strength Eg. Using PA connect

SAS wellbeing programme

Introduction of daily attendance figures for parents on PA Connect.

Parent, pupil & staff surveys

Intervention staff

Staff wellbeing initiatives

Pupil termly wellbeing surveys

Relationship with the Family Engagement officer
Transition from Y2-Y3 – cluster transition is a strength
In house transition- Communication between staff about all pupil is a strength
ALN co time management is extremely effective and has great impact across the school.

Areas for development

Transition information on Seesaw for all pupils.
Promote attendance with a view to increasing whole school attendance.
Continue to monitor attendance of all learners and vulnerable groups.
Monitor the impact of the modified Vulnerable Group tracker

Inspection Area 3- Leadership

Strengths

New Chair, Vice Chair of Governors and Head teacher scheduled regular meetings to keep Governors updated on school matters.
AoLE Teams are working effectively and the new procedures for monitoring are embedded.
ALN co time management is extremely effective and has great impact across the school.
Cluster work with HT, DHT & AoLE leads.
Weekly strategic SLT meetings.
DCF lead and work with CSC.

Areas for development

Staff to ensure they keep rigorous records of all CPD connected to the new procedures outlined by Chris Moyse. (connected to Performance Management)
Ensure the governing body undertake their role as critical friends effectively. Complete governors' self-evaluation tool. Agree how this will be completed.
Continue to improve governor capacity to hold leaders to account .
Governors to collect evidence independently of the headteacher's report.
Governors to access HWB for all correspondence.
Governors to visit MER dates on HWB and become involved in a variety of monitoring activities in school.

Inspection Area 1- Teaching and learning

To continue to review the implementation of the Curriculum for Wales, ensuring a holistic approach .

Priorities

Build on the use of digital media to enhance learning across all AoLE's.

Develop all staff to be confident in delivering the CFW innovatively and to meet the needs of all pupils.

Develop as an SLO, maximizing on cluster work and collaboration with new school links -

Continue to use the SUOP purposefully to inform progression.

Build on expectations of pupils when using the indoor & outdoor classroom & develop the outdoor classroom further.

Embed Self Assessment and begin to develop peer assessment.

Further develop learners' independence.

Action	Support
Use SWOT analysis to develop new AoLE Action plans, building on independence using digital media to enhance learning.	Use self evaluation tool to inform new Actions. Ensure independent digital media opportunities are planned for, and enhance experiences across all AoLE's. Ensure actions are monitored and processes followed.
Develop the outdoor continuous provision environment further. Build on expectations of pupils using both indoor & outdoor continuous provision environment.	Audit outdoor areas- what do we have that is purposeful? Research effective resources to use in outdoor continuous provision environments. Visit other schools as part of the research. Order resources and design an effective and accessible outdoor continuous provision environment to develop opportunities, skills and experiences across all AoLE's. Train a member of staff in Forest Schools. How will we develop this to ensure high quality learning, skills and experiences? Develop the understanding of respect & responsibility so pupils respect the things around them in a variety of ways. (stories, role play, debate, assemblies etc...)

	Develop a system and shared understanding whereby pupils know how to access and return resources they have used. Discuss the behaviour expectations when indoors and outdoors using resources. Ensure pupils have ownership of new resources. Involve them in the choosing and ordering process. Develop how Forest school training will be utilised throughout school to have maximum impact.
Create an Anti Racist Curriculum across school that meets the needs of a range of learners and improves relationships between children and young people.	De colonising the curriculum Building intercultural competence Staff training and professional reading Anti Racist Action Plan & Policy Creating an inclusive environment HT to engage in follow up Anti Racist Training Staff training- Show Racism the red card, LA , outside agency.
To ensure we are fully compliant with the requirements of the Additional Learning Needs Bill	ALNCo time 45% . ALN co to : attend Forum days and Cluster Meetings . oversee IDP development and implementation. arrange termly PCP meetings for identified children. liaise with LA agencies to support identified pupils .review Reasonable Adjustments and ALP. Teaching Staff to update Concern Files each term . Weekly updates in SLT and Staff meetings. Continue with Intervention staffing for pupils to access support
Ensure the school is working towards the 'Cymraeg 2050' strategy	Continue to work towards the Siarter Iaith silver award LLC Lead to update staff termly

Cluster work	Non negotiables in all AoLE's Language of Learning use in all cluster schools Proposed shared standards across cluster schools DHT meetings HT meetings Welsh twilights Transition working party Shared training opportunities
Reading focus	

Inspection Area 2- Wellbeing, Care, Support & Guidance

To continue to promote the wellbeing needs of the whole school community.

Priorities

To improve children's social and emotional aspects of learning including greater resilience and independence.

Further develop Pupil Voice across the school.

Continue to improve attitudes towards healthy eating, health, fitness and wellbeing -

Strengthen Values Education across the school and RRSA.

To develop approaches to mental health and happiness and the wellbeing of staff and pupils.

To continue to narrow the gap for disadvantaged learners.

Action	Support
Promote attendance with a view to increasing whole school attendance.	Continue to promote attendance in assemblies each Monday to celebrate the class with the highest attendance.
Continue to monitor attendance of all learners and vulnerable groups.	Attendance available daily for all parents via Parent app. Attendance letters to be sent termly by HT & to communicate regularly with parents on PA Connect

	Admin officer to meet regularly with EWO & DHT to track attendance of vulnerable groups using whole school tracker – to be shared in staff meeting with all teaching staff . FEO to have input into target families
Monitor the impact of the modified Vulnerable Group tracker	HT & DHT to monitor the progress of the modified Vulnerable Learner tracker. Feed back to staff and discuss Next Steps Embed termly updates and analysis of VLT with all staff to track intervention, attendance, initial assessments & Proforma data. Ensure all vulnerable learners have appropriate intervention in place to ensure progress & referrals, in terms of ALN pupils. Evaluate and improve this process where appropriate.
Continue to use the Cluster Reasonable Adjustments strategies tailored to our setting to support learners with challenging behaviour.	Continuous training on Cluster Reasonable adjustments with the challenging learners. Outside agencies to work with specific learners to support staff with challenging behaviour. Revise behaviour policy to reflect practise in our setting for challenging learners. Continue to implement effective behaviour strategies and high expectations for all pupils.

Priority 3- Leading and Improving

To develop leadership and Self Evaluation at all levels, including the role of Governors.

Priorities

To build capacity in leadership throughout the school .

Staff to manage their own professional development, seeking guidance from colleagues when required.

MER Calendar to be developed with both staff and Governors.

Governor training to reflect the needs of the school.

Governors develop their role as a critical friend by asking challenging questions.

Action	Support
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All staff to lead the development of outdoor classroom environments.	Research outdoor environments and what will work in each year group in order to ensure maximum opportunities in continuous provision. Have a vision of how the outdoor classroom will look and work. Ensure the whole school community have the opportunity to present their ideas and assist in purchasing resources to enhance learning. Set expectations and routines to ensure their vision is realised. Take risks and innovate.
All staff to lead on their own professional development.	Training afternoon on INSET day on action Research Performance Management (the Chris Moyse method- Growing Great People) X2 twilight sessions given to reflect, set goals and evaluate Time given throughout the year for action research. Performance Management review meeting in October & June.
Introduce the MER Calendar to all staff & Governors to ensure maximum engagement in school improvement.	Governors to access HWB for all correspondence. Governors to visit MER dates on HWB and become more involved in school improvement. Governors and staff to add to/ amend the calendar giving appropriate notice.
In house Governor training to reflect the needs of both Governors and school.	3 Extra FGB meetings to take place during the academic year- 1 per term- to be used as Governor training sessions. Audit Governor needs and link with SDP Develop specific training sessions in line with audit and SDP to ensure a shared Governor understanding.
Ensure the governing body undertake their role as critical friends effectively.	Governors to gather more first-hand evidence of how well their school is performing, as opposed to reliance on headteacher reports. Ensure that governors have regular and worthwhile opportunities to observe first-hand the progress that school is making towards meeting its priorities.
Governors working party to complete self-evaluation tool.	Look at 5 self evaluation points each Governors meeting. Evaluate results.

	Action how to move forward with score 2 on spider diagram.
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