



Gwaunfarren Primary School

**Self Evaluation
2025 – 26 Academic Year**

Our Vision



“Gwaunfarren Primary School is a caring community which aims to ensure everyone is happy, feels safe, is valued, shows respect, reaches their potential and has the skills to support them through their lives.”

Our School Motto

“High Standards, Solid Foundations”

Every day, everyone is valued. Pawb yn bwysig.

- Showing a mutual respect for each other.
- Encouraging everyone to do their very best.
- Building and developing upon individual strengths and talents – PRAISE.

Every day, everyone achieves. Pawb yn gweithio’n galed.

- Striving for the highest possible standards of achievement and behaviour in a stimulating environment. Valuing independence, developing a deeper level of learning and providing a curriculum which enables our pupils to become active citizens of the future.
- Striving to be a centre for truly excellent teachers, where quality leadership is extended to professionals in other schools and where the staff are committed to their own learning journey and the sharing of quality practice.

Every day, everyone is happy. Pawb yn hapus.

- Providing a welcoming, safe, happy school.
- Listening to and respecting EVERYONE.
- Taking pride in ourselves and our achievements, enabling children to become confident and successful learners. Celebrate success.

Every day, everyone is a team. Pawb gyda gilydd.

- Working together and supporting each other
- Striving to be the heart of our local community and an important part of our society; building and joining communities locally and beyond.
- Being a partner in the education of our pupils and being committed to working in partnership with our parents, governors and wider community.



Gwaunfarren Primary School is a caring community which aims to ensure everyone is happy, feels safe, is valued, shows respect, reaches their potential and has the skills to support them through their lives.



Respect

Teamwork

Trust

High Standards, Solid Foundations

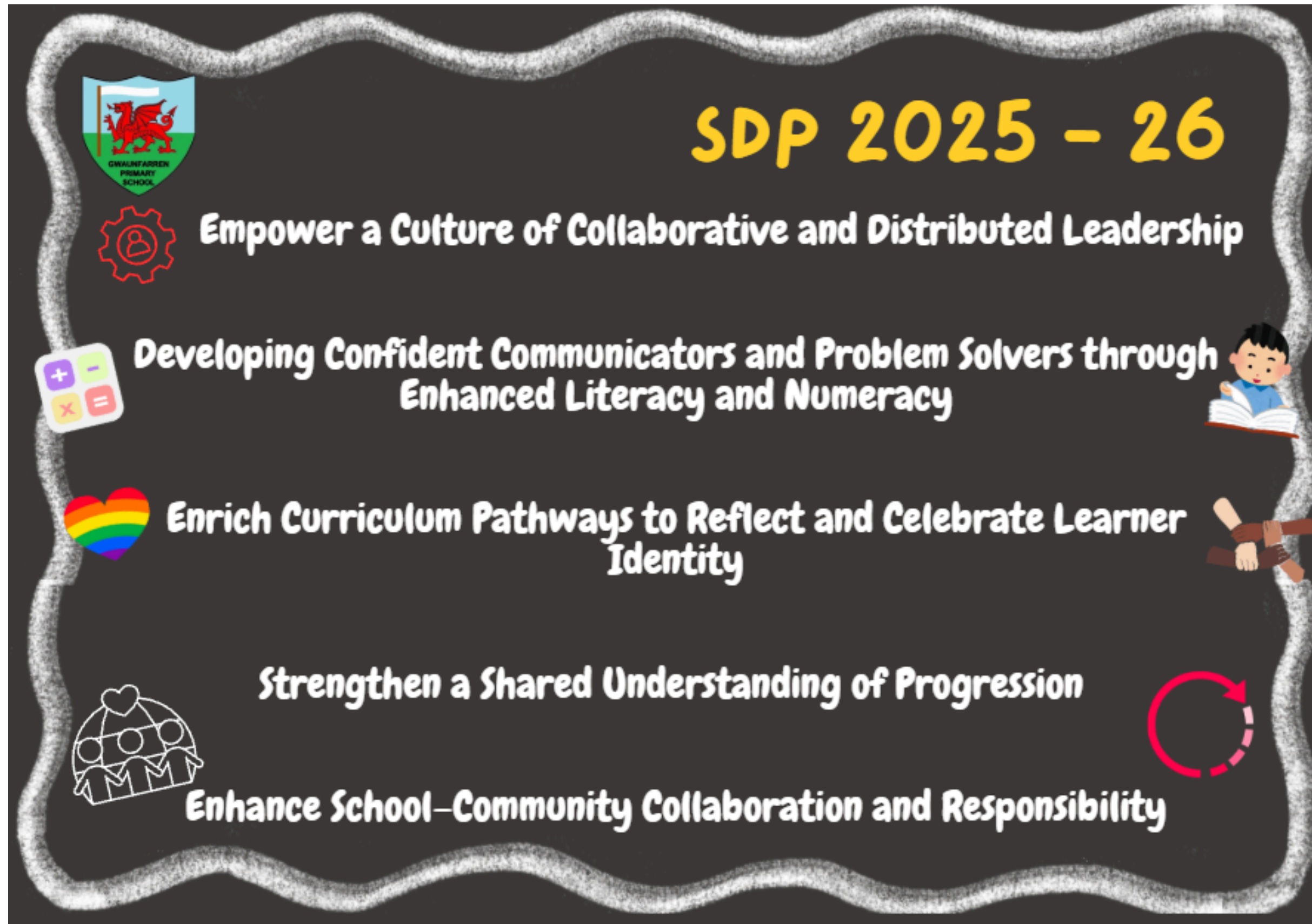
Support

Happiness

Nurture

I am me, my life is mine. Each day in school we aim to
SHINE!

2025 – 26 Priorities



The graphic is a chalkboard-style poster with a dark background and a white, wavy border. It features five priorities, each with an icon and text. The title 'SDP 2025 – 26' is in yellow at the top right. The priorities are: 1. Empower a Culture of Collaborative and Distributed Leadership (gear icon), 2. Developing Confident Communicators and Problem Solvers through Enhanced Literacy and Numeracy (calculator icon), 3. Enrich Curriculum Pathways to Reflect and Celebrate Learner Identity (rainbow heart icon), 4. Strengthen a Shared Understanding of Progression (circular arrow icon), and 5. Enhance School–Community Collaboration and Responsibility (group of people icon). The Gwalffarren Primary School logo is in the top left corner.

SDP 2025 – 26

 **Empower a Culture of Collaborative and Distributed Leadership** 

 **Developing Confident Communicators and Problem Solvers through Enhanced Literacy and Numeracy** 

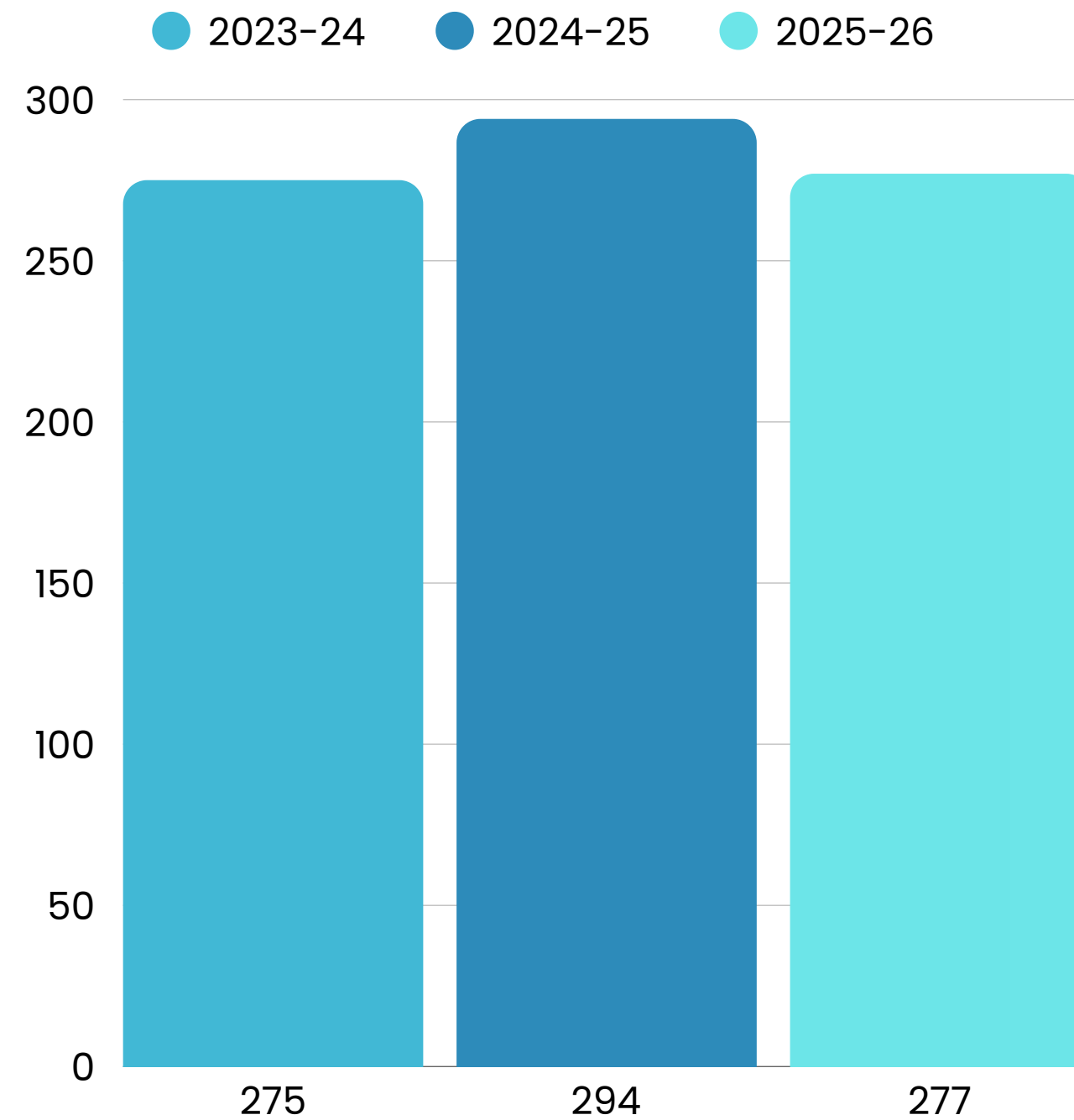
 **Enrich Curriculum Pathways to Reflect and Celebrate Learner Identity** 

 **Strengthen a Shared Understanding of Progression** 

Enhance School–Community Collaboration and Responsibility

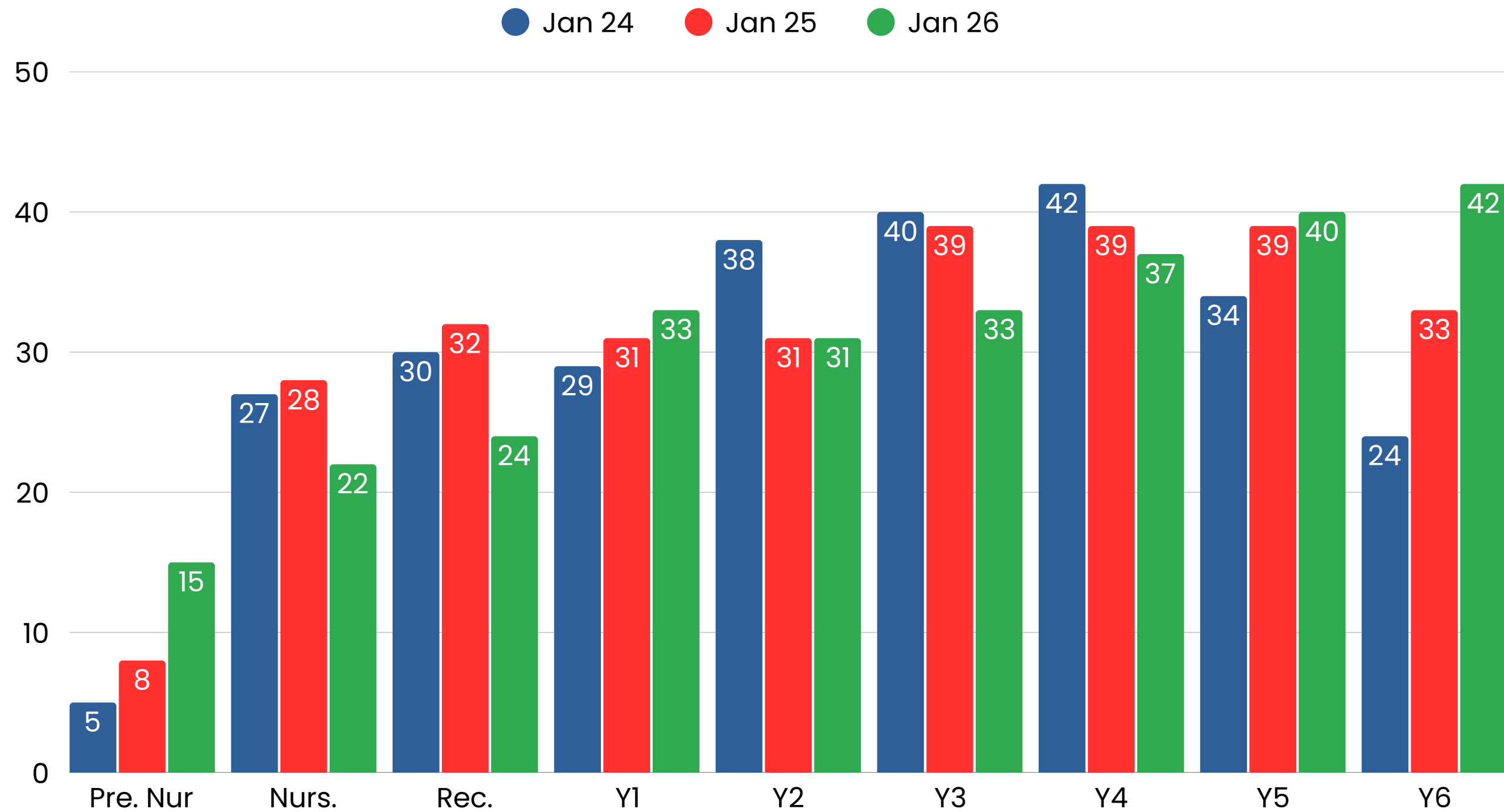
Pupil Numbers

(July)



Pupil Numbers

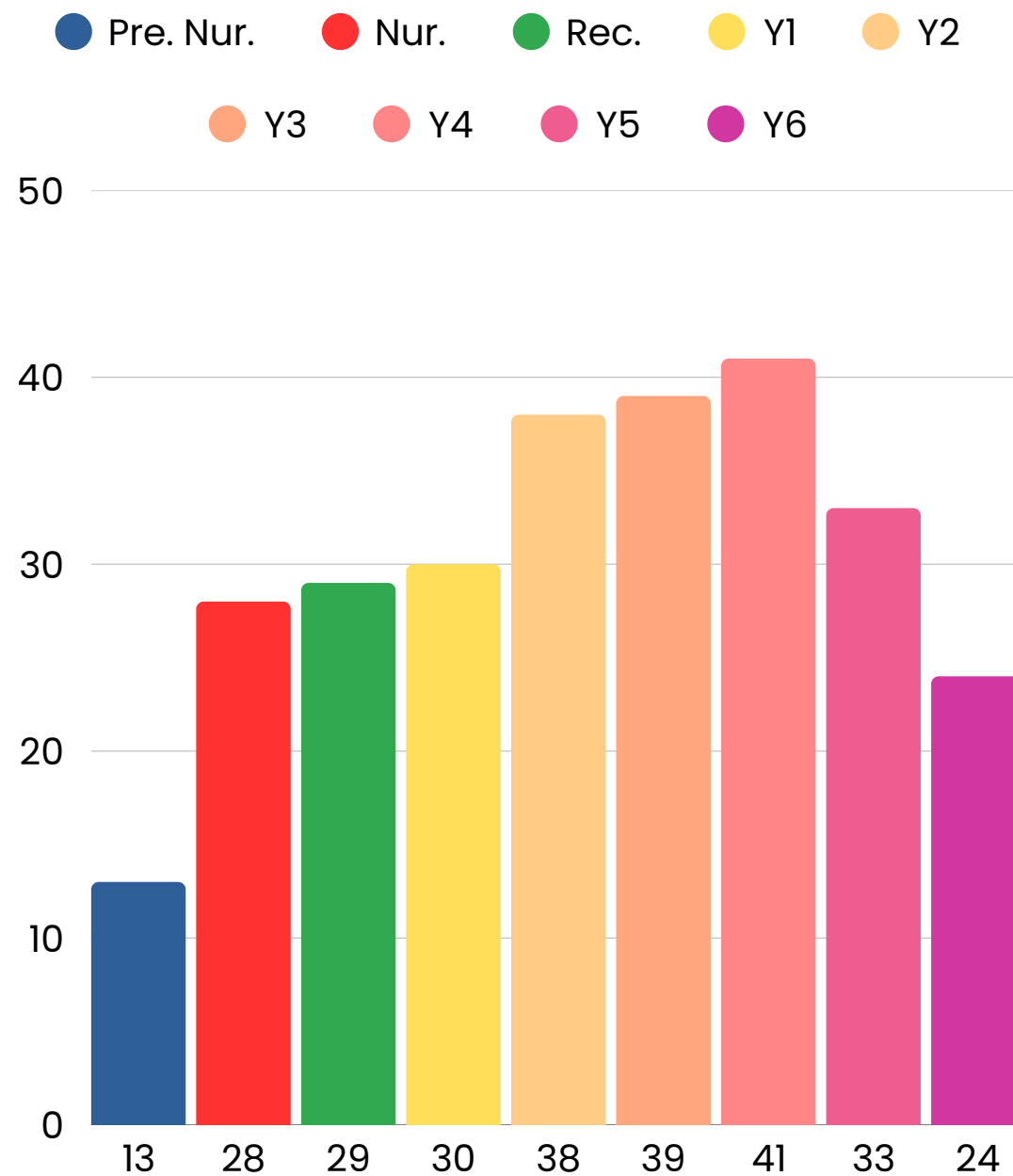
(January PLASC Count)



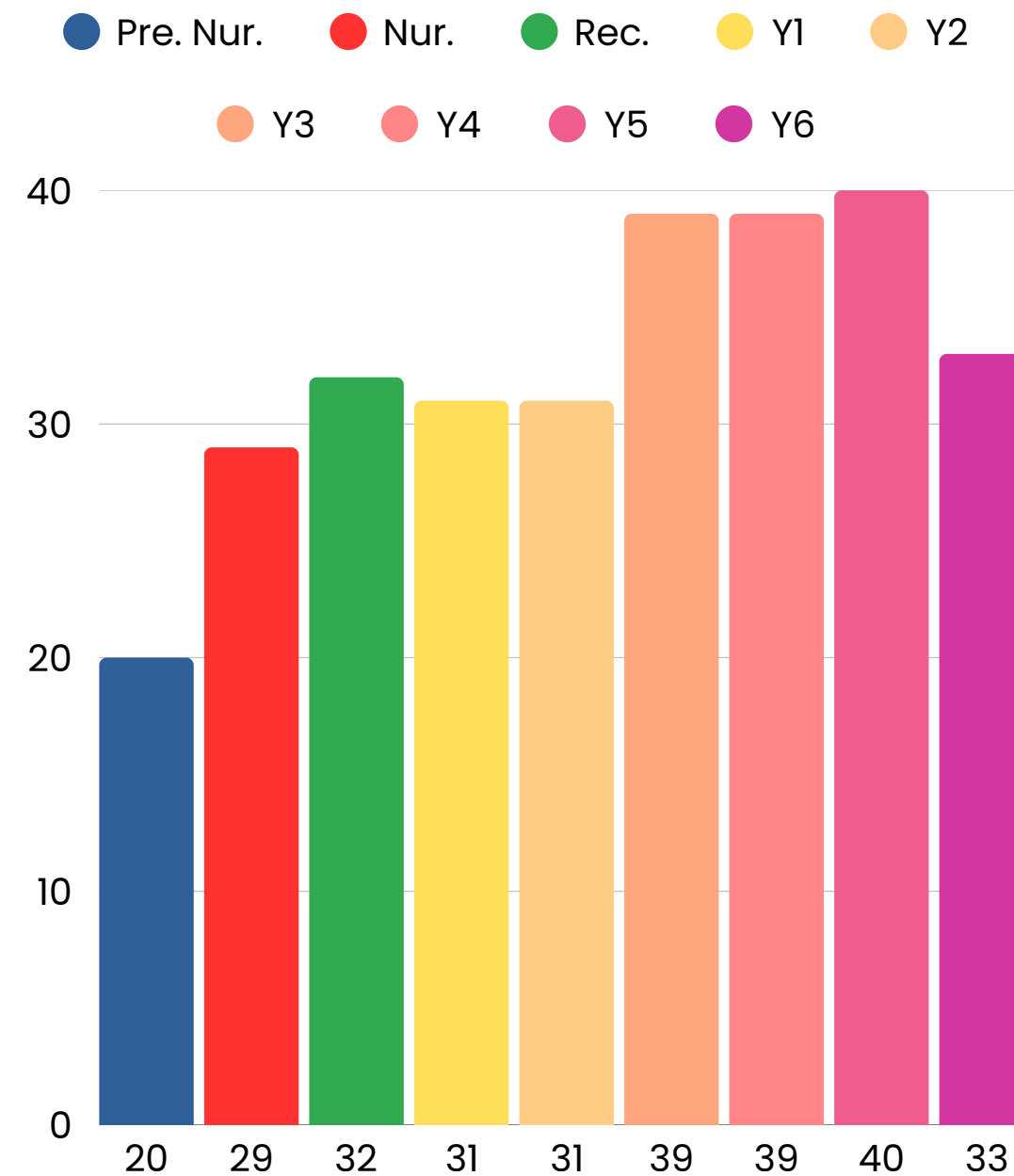
Pupil Numbers

(July)

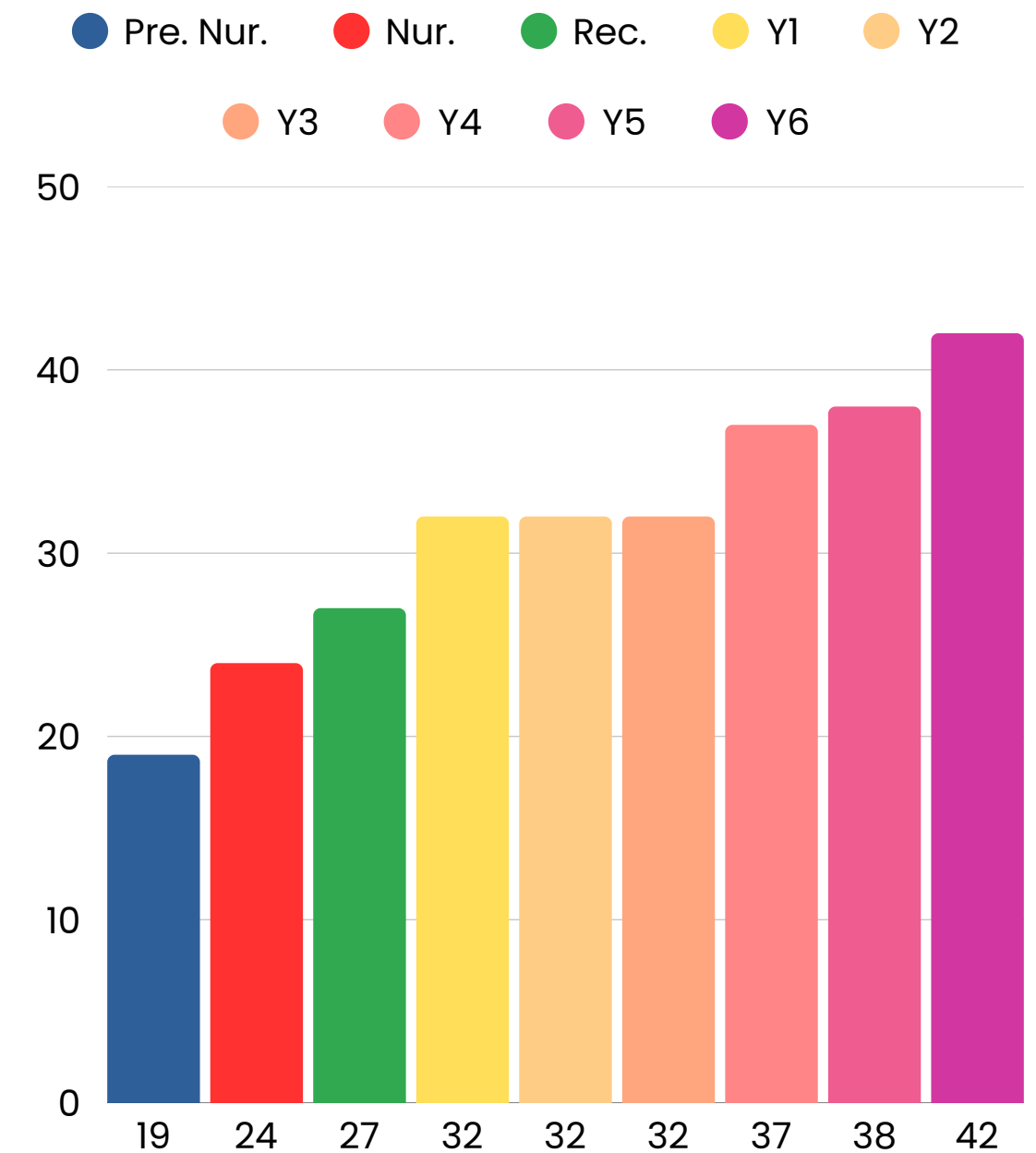
Cohort Size 2023 - 24



Cohort Size 2024 - 25



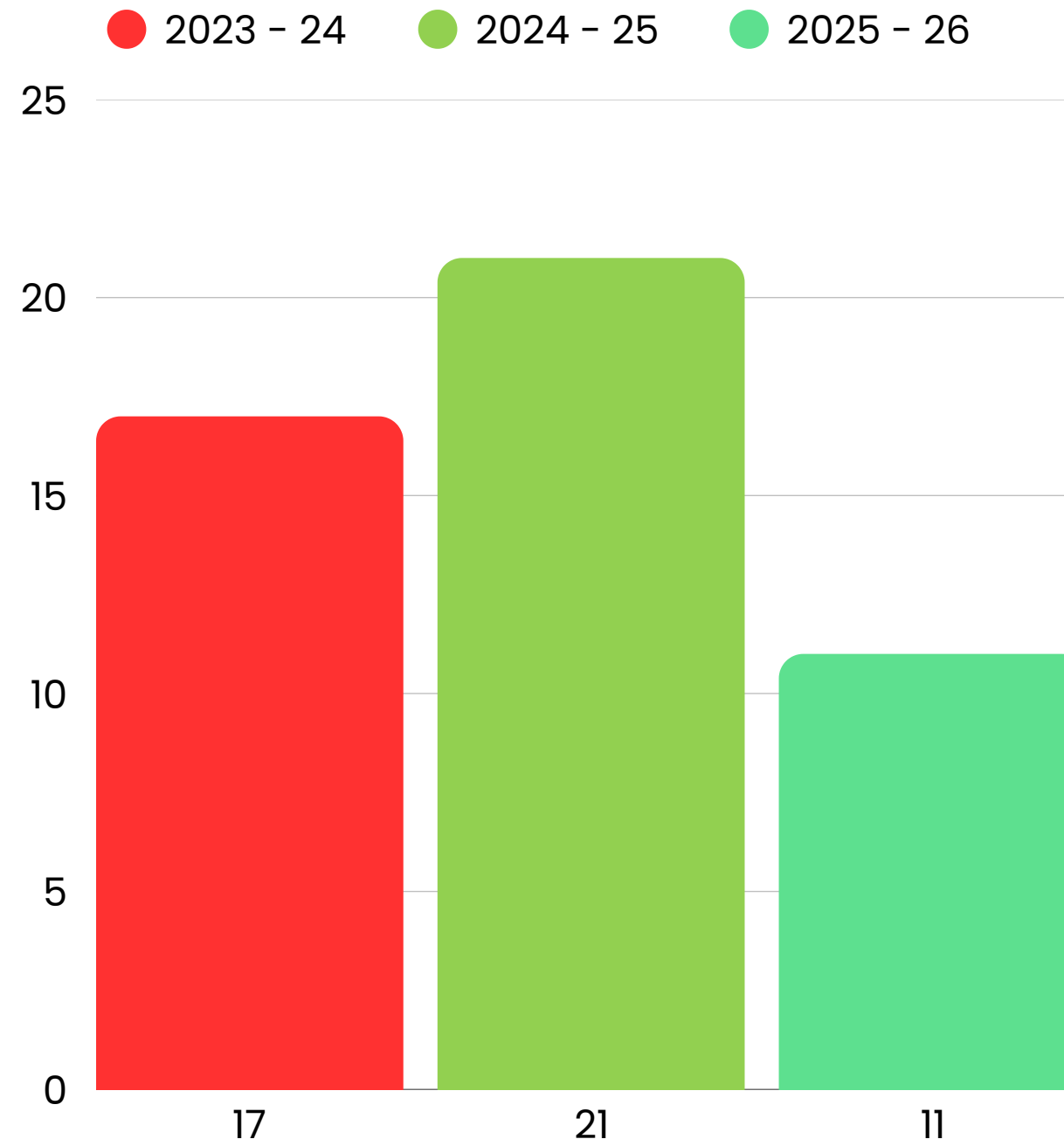
Cohort Size 2025 - 26



FSM Data – Average

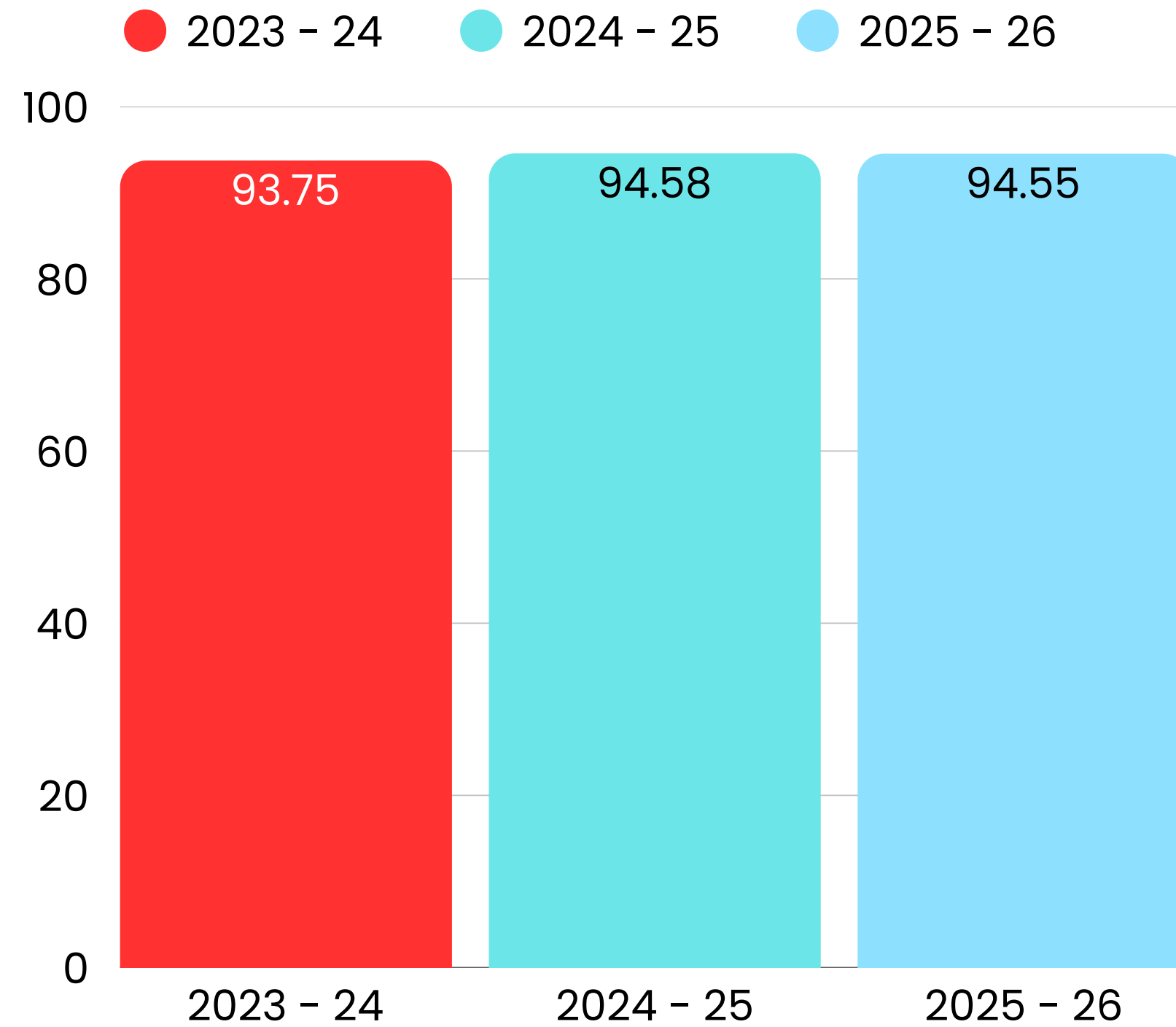
As at Jan PLASC	FSM % - Statutory school age only		FSM % - All Pupils
	1 year	3 Year average	1 year
2023 – 24	24.15%	21.70% (22/23/24)	21.19%
2024 - 25	17.45%	21.04% (23/24/25)	17.86%
2025 - 26	19.44%	20.31%	18.05%

ALN Pupil Numbers



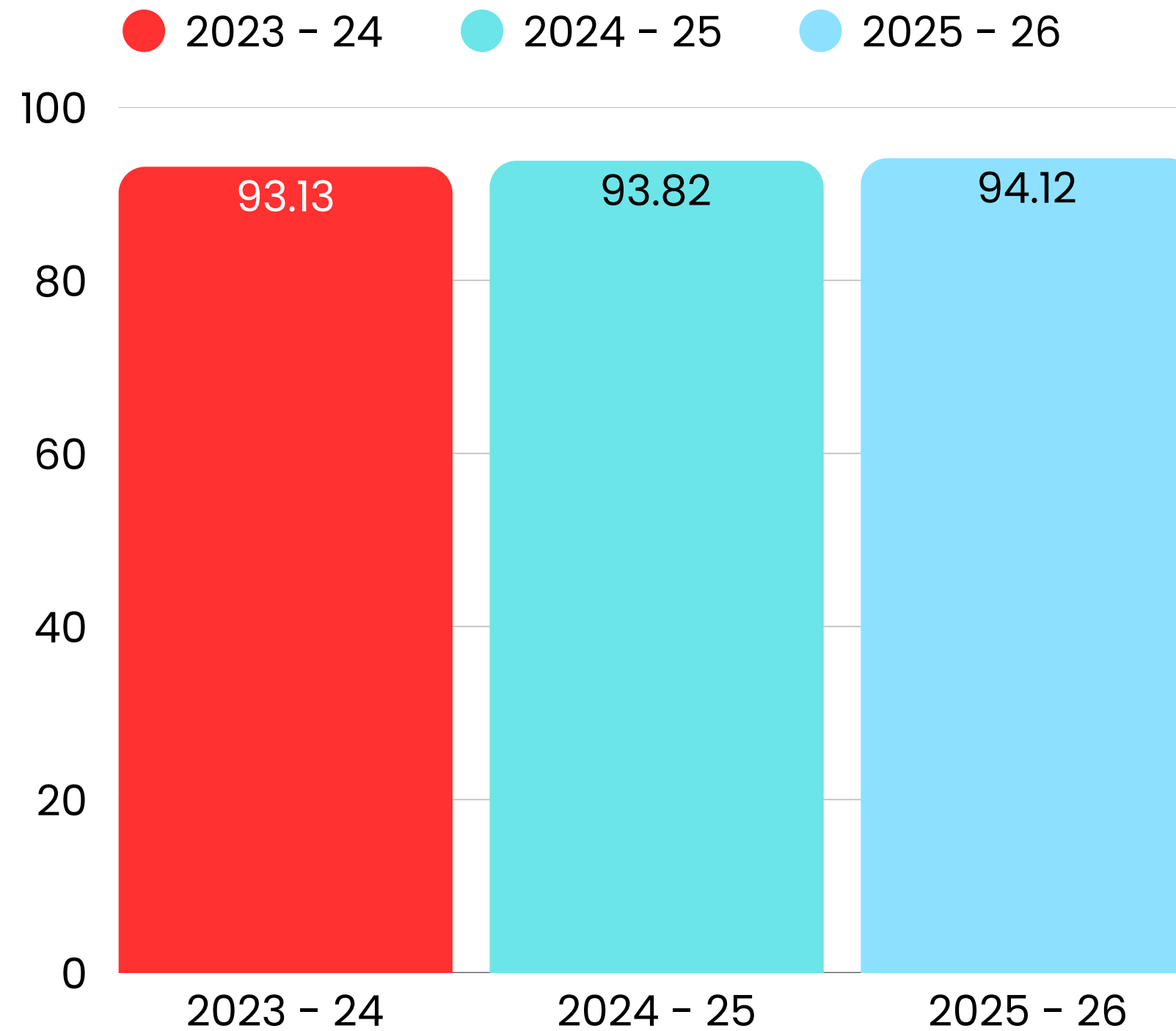
Attendance

(not Including U5's)



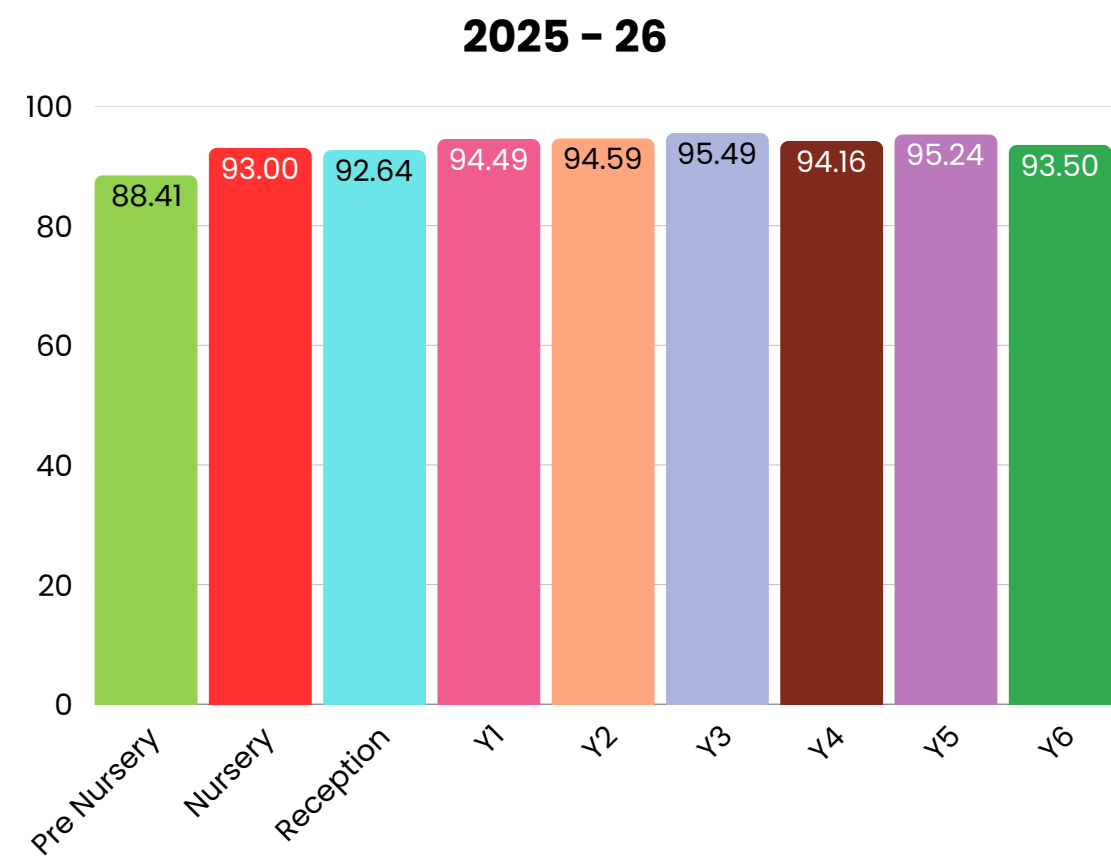
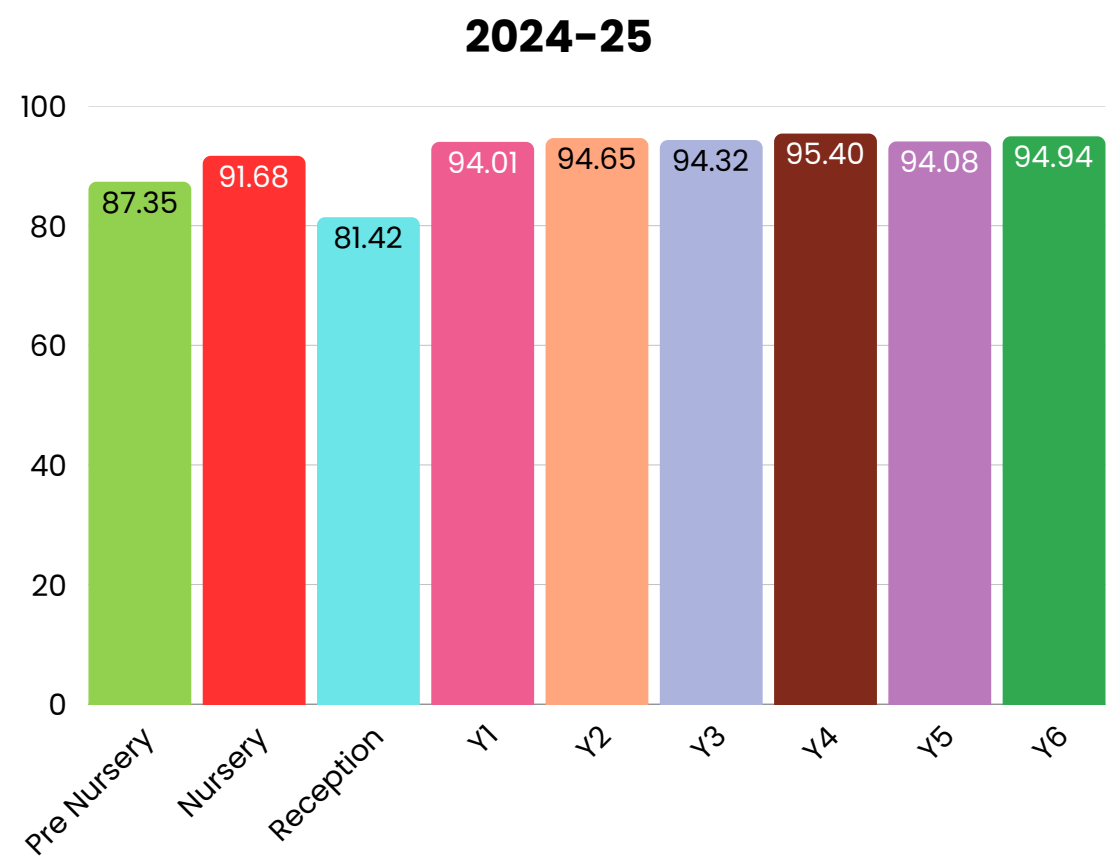
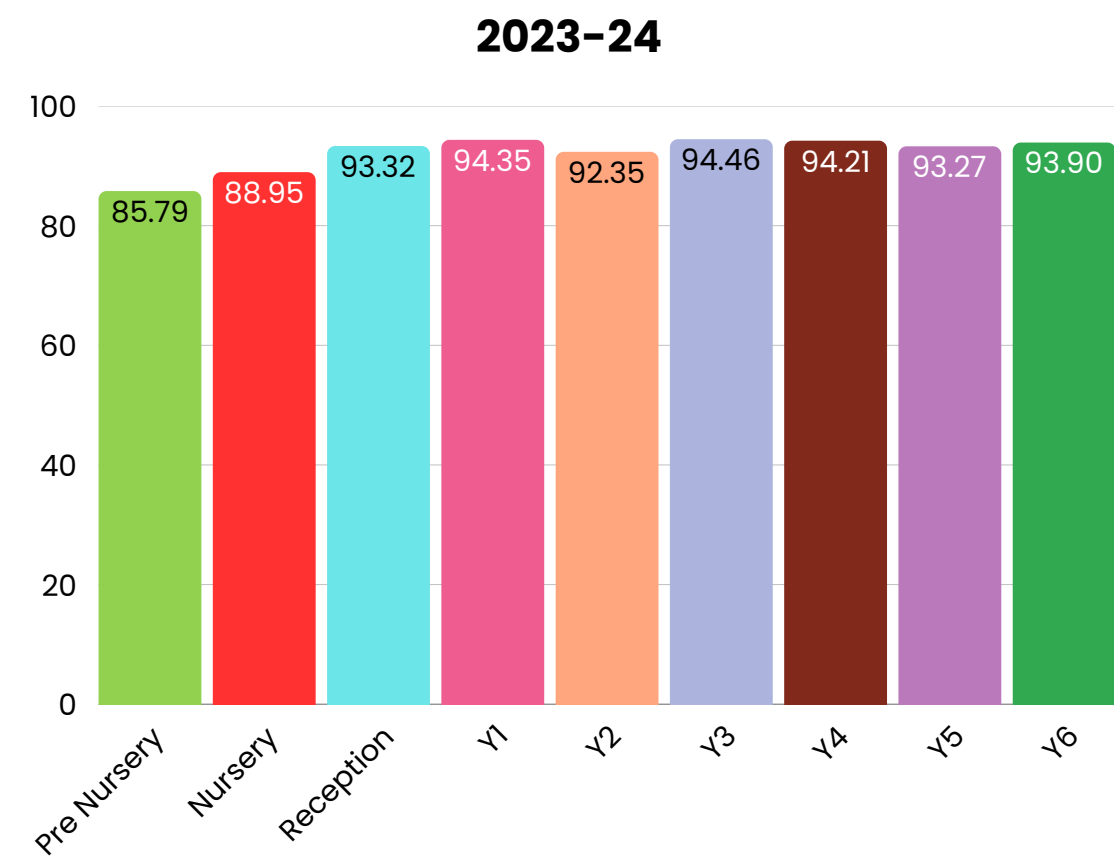
Attendance

(Including U5's)



Attendance

3 Year Summary



Introduction

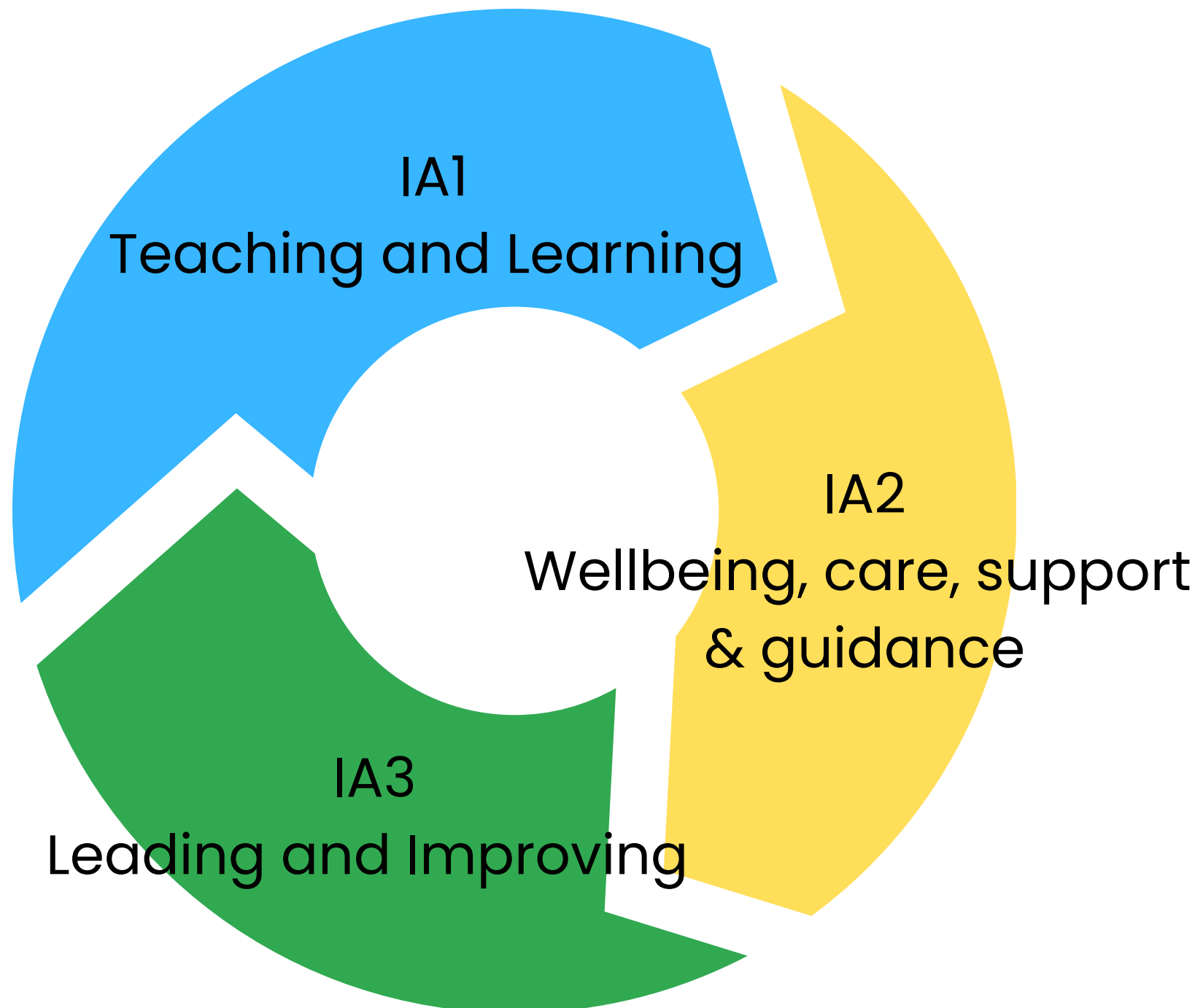
The Self Evaluation Summary Document is a summary of the self evaluation activities undertaken throughout each academic year. its purpose is to identify the school's strengths as well as identifying areas for further development. when planning for improvement the school utilises the following documents which are routinely monitored by school leaders (including governors).

- SDP
- SER
- Staff Action Plans

Inspection Areas

Leaders across the school draw their conclusions from a wide range of evidence, including:-

1. Listening to learners
2. Pupil's written, digital, creative, numerical and oral presentation
3. Data – formative, summative and diagnostic
4. Teaching and learning observations
5. Online Portfolios
6. Teachers' Planning
7. Observations of pupils at play and whilst learning
8. Listening to parents



Whole School Evaluation

IA1 – Teaching

- Teaching is a whole-school strength. Nearly all teachers plan purposeful learning, adapt provision effectively to meet pupils' needs and support appropriate progress from their starting points.
- Robust quality assurance, including lesson observations, work scrutiny and pupil progress meetings, provides leaders with an accurate understanding of teaching and informs ongoing improvement.
- Teachers establish calm, inclusive learning environments with high expectations that promote engagement, independence and pupils' wellbeing.
- Most teachers use effective questioning, modelling and scaffolding to develop pupils' understanding and oracy. However, higher-order questioning is not yet consistently embedded.
- Feedback supports learning in many classes, although the quality and consistency of marking, feedback and pupils' response to feedback remain areas for development.
- Inclusive practice is a strength. Staff use effective strategies, supported by the ALNCo, professional learning and consistent use of one-page profiles and ALP documentation, to meet the needs of all learners.
- Support staff deliver effective interventions and targeted support, while pupils are given worthwhile opportunities to contribute to curriculum planning, although this is not yet consistent across the school.
- Leaders have strengthened early reading through the consistent implementation of Sounds-Write and have identified assessment for learning, feedback and pupils' independence as key priorities for further improvement.

Whole School Evaluation

IA1 – Teaching

- Most older pupils make appropriate progress in reading, although the application of phonological knowledge to spelling is less secure for a minority of pupils.
- Teaching provides worthwhile opportunities for pupils to develop and apply literacy, numeracy and digital skills across the curriculum.
- Structured approaches, including cold and hot writes and writing rubrics, have strengthened pupils' writing across a range of genres.
- The LLC portfolio provides valuable evidence of pupils' progress and continues to develop to ensure full curriculum coverage.
- Teachers provide suitable opportunities to apply numeracy across the curriculum, although pupils do not yet consistently apply the five proficiencies or multi-step problem-solving strategies.
- The implementation of the CPA approach is beginning to strengthen pupils' mathematical reasoning, with leaders focused on embedding this practice further to improve mathematical understanding and problem-solving.

Whole School Evaluation

IA1 – Curriculum

- The school provides a broad, balanced and progressive Curriculum for Wales that is responsive to pupils' needs and interests through purposeful thematic learning.
- The curriculum reflects the Welsh context effectively and provides increasing opportunities for pupils to develop an understanding of diversity and global citizenship, although representation of Black, Asian and Minority Ethnic communities is not yet fully embedded.
- Creative learning experiences are a strength and successfully develop pupils' creativity, communication and collaboration across the curriculum.
- Provision for pupils' spiritual, moral, social and cultural development is strong, promoting respect, empathy and an appreciation of diversity through a wide range of experiences.
- Relationships and Sexuality Education is planned effectively and promotes inclusion, healthy relationships and respect. Leaders continue to strengthen representation of diversity, LGBTQ+ lives and gender equity within the curriculum.
- The curriculum supports pupils' wellbeing and personal development well through leadership opportunities, digital citizenship and Healthy Schools initiatives. Systems for evaluating wellbeing continue to develop.

Whole School Evaluation

IA1 – Curriculum

- Pupil voice contributes positively to curriculum development and enrichment, broadening pupils' experiences and increasing engagement and pride in their learning.
- Behaviour for learning is a strength. Nearly all pupils engage positively and demonstrate respectful attitudes, although opportunities to develop resilience, independence and problem-solving are not yet consistent across all Areas of Learning and Experience.
- Leaders have made secure progress in implementing Curriculum for Wales and continue to strengthen curriculum design, with embedding the Principles of Progression remaining a key priority.
- Teachers use a range of feedback strategies to support learning and involve parents through digital platforms. Improving the consistency and impact of feedback to develop pupils' independent learning remains an area for further development.

Whole School Evaluation

IA2 – Safeguarding

- The school has a strong safeguarding culture, underpinned by clear procedures, effective leadership and consistent staff practice.
- Designated Safeguarding Persons provide effective oversight, and all staff have a secure understanding of their safeguarding responsibilities.
- MyConcern is used effectively to record, monitor and respond promptly to safeguarding and wellbeing concerns.
- Governors fulfil their safeguarding responsibilities appropriately, and robust health and safety procedures ensure a safe learning environment.
- Leaders use a range of evidence, including pupil voice and wellbeing surveys, to evaluate safeguarding provision and inform improvement.
- The school promotes a caring, inclusive culture where pupils feel safe, respected and well supported.

Whole School Evaluation

IA2 – Safeguarding

- Wellbeing provision, including Jigsaw and Relationships and Sexuality Education, successfully develops pupils' empathy, respect and positive relationships.
- Staff manage behaviour effectively through restorative approaches, although leaders have identified the need to strengthen consistency in behaviour expectations across the school.
- Pupils understand how to seek support, and anti-bullying procedures are clear, with leaders continuing to strengthen preventative practice.
- Staff work effectively with external agencies to provide timely and appropriate support for vulnerable pupils and their families.
- Attendance is a strength, supported by rigorous monitoring, positive promotion and timely intervention, although attendance for pupils eligible for free school meals remains lower than that of their peers.

Whole School Evaluation

IA2 – Safeguarding

- Persistent absence is monitored closely, with personalised support and effective partnerships helping to improve attendance.
- Leaders continue to strengthen preventative wellbeing practice, behaviour, attendance and multi-agency working to improve outcomes for pupils.

Whole School Evaluation

IA2 – Behaviour

- The school promotes a positive, inclusive and nurturing culture that supports pupils' wellbeing, behaviour and positive relationships.
- Clear routines, high expectations and a trauma-informed approach underpin effective behaviour management across the school.
- Staff apply Positive Behaviour Support strategies consistently, contributing to calm, purposeful learning environments and positive attitudes to learning.
- The behaviour policy reflects the school's commitment to inclusion, fairness and restorative practice.
- Professional learning has strengthened staff expertise in developing pupils' empathy, emotional regulation and social skills.
- Staff manage behaviour effectively throughout the school day, and pupils feel safe, supported and know who to approach if they have concerns.

Whole School Evaluation

IA2 – Behaviour

- Leaders have identified the need to strengthen the clarity and consistency of the school's core behaviour expectations.
- Clear procedures ensure that bullying and discriminatory behaviour are recorded, monitored and addressed promptly, with preventative work continuing to develop.
- The school provides effective personalised support for pupils with behavioural and emotional needs, working closely with families and external agencies to improve engagement and reduce exclusions.
- Pupil leadership is a strength, providing worthwhile opportunities for pupils to contribute to school improvement and the wider life of the school.
- Leadership roles develop pupils' confidence, independence, teamwork and decision-making skills, and promote a strong sense of belonging.
- Leaders recognise the need to strengthen opportunities for governors to engage with pupil leadership groups to ensure pupils' views inform strategic decision-making more consistently.

Whole School Evaluation

IA2 – Next Steps in Learning

- The school is developing pupils' understanding of their progress through target setting, self-reflection and structured feedback.
- Many pupils can discuss their learning confidently and identify next steps, although this is not yet consistent across all classes.
- Leaders have identified improving the quality and consistency of feedback, including greater use of drafting and editing, as a priority to strengthen pupils' independence.
- Pupils benefit from worthwhile leadership roles and responsibilities that develop confidence, independence and a sense of contribution.

Whole School Evaluation

IA2 – Next Steps in Learning

- Opportunities to develop pupils' understanding of the world of work are less well developed, and leaders have identified this as an area for further improvement.
- Transition arrangements are a strength, with effective systems ensuring continuity of learning, wellbeing and support between classes and key stages.
- Provision for vulnerable pupils and those with additional learning needs is highly effective, supported by strong collaboration with families and external agencies.
- Parents value the school's transition arrangements, and most pupils move confidently to the next stage of their education, feeling well prepared academically and emotionally.

Whole School Evaluation

IA3 – Strategic Direction and Leadership

- The school benefits from strong strategic leadership, underpinned by a clear, inclusive vision focused on improving pupils' learning, wellbeing and achievement.
- Leaders have established a collaborative culture with high expectations, where equity, inclusion and continuous improvement are central to school life.
- Pupil voice contributes meaningfully to school improvement and strengthens pupils' sense of belonging and ownership.
- Wellbeing is a strategic priority, with effective universal and targeted provision supporting pupils' emotional wellbeing and resilience.
- Leaders use a range of evidence, including pupil voice and wellbeing data, to evaluate provision and respond effectively to emerging needs.

Whole School Evaluation

IA3 – Strategic Direction and Leadership

- Leaders communicate high expectations consistently, promoting professionalism, accountability and positive attitudes across the school.
- Robust quality assurance and self-evaluation processes provide an accurate understanding of the school's strengths and priorities, informing effective improvement planning.
- Distributed leadership is developing well, with Area of Learning and Experience teams playing an increasing role in curriculum leadership and school improvement.
- Leaders are extending leadership opportunities to strengthen collaboration, shared ownership and consistency in teaching and learning.
- Strengthening middle leadership and developing a shared understanding of effective pedagogy remain key priorities to sustain school improvement.

Whole School Evaluation

IA3 – Governance

- Governance is a strength, providing an effective balance of support, challenge and strategic oversight.
- Governors have a secure understanding of the school's priorities and hold leaders effectively to account through robust monitoring and scrutiny.
- Effective committee structures, link governor roles and first-hand evidence enable governors to fulfil their statutory responsibilities confidently.
- Governors are committed to continuous improvement through regular self-evaluation, professional development and reflective practice.
- Governors work collaboratively with leaders to promote inclusion, improve outcomes and wellbeing, and shape the school's long-term strategic direction.

Whole School Evaluation

IA3 – Self –Evaluation

- Self-evaluation is a strength and is embedded within the school's improvement cycle, providing leaders with an accurate understanding of strengths and priorities for development.
- A robust Monitoring, Evaluation and Review (MER) cycle ensures that evidence informs strategic planning, improvement priorities and effective monitoring of progress.
- Staff contribute actively to self-evaluation through professional dialogue and collaborative reflection, with further opportunities for peer evaluation planned.
- Leaders monitor the impact of improvement initiatives carefully to ensure sustainable improvements in teaching, wellbeing, curriculum and inclusive practice.
- Self-evaluation evidence demonstrates positive improvements in pupils' wellbeing, engagement and learning, with leaders maintaining a strong focus on continuous improvement.

Whole School Evaluation

IA3 – Staffing

- Leaders deploy staff expertise effectively, with clearly defined roles that support school priorities and improve outcomes for pupils.
- Performance management, line management and improvement planning are closely aligned, supporting accountability, professional growth and effective workforce planning.
- Leaders use staff skills and expertise strategically to meet pupils' needs and strengthen curriculum, wellbeing and inclusion.
- Staff wellbeing is a priority, with leaders responding proactively to staff voice and taking effective steps to manage workload and promote wellbeing.
- Professional learning is closely linked to school improvement priorities and individual development, fostering reflective practice, leadership capacity and continuous improvement.

Whole School Evaluation

IA3 – Professional Learning and Performance Management

- Professional learning is a strength and is closely aligned to the school's strategic priorities, supporting improvements in teaching, learning and pupil outcomes.
- Performance management, self-evaluation and staff feedback ensure that professional learning is responsive to both individual and whole-school needs.
- Leaders evaluate the impact of professional learning effectively, contributing to improvements in areas such as oracy, ALN provision and wellbeing.
- Leaders are developing distributed leadership further by increasing opportunities for coaching, peer observation, learning walks and collaborative professional dialogue.
- Strong partnerships with cluster schools, the local authority and wider professional networks enhance staff expertise, leadership capacity and continuous school improvement.

Whole School Evaluation

IA3 – Partnerships

- The school has established strong partnerships with parents and carers, promoting effective communication, engagement and shared responsibility for pupils' learning and wellbeing.
- Leaders actively seek and respond to stakeholder feedback, contributing to high levels of parental engagement and trust within the school community.
- Collaborative partnerships with cluster and alliance schools support curriculum development, professional learning and effective transition, although leaders recognise the need to strengthen consistency across all partnerships.
- Strong multi-agency working ensures timely and effective support for vulnerable pupils and those with additional learning needs.
- Partnerships with local organisations enrich the curriculum, strengthen pupils' understanding of their community and provide authentic learning experiences.
- The school continues to strengthen community engagement through its Community Focused Schools work and plans to further develop parental involvement through a dedicated Parent Voice Group.

Whole School Evaluation

IA3 – Finances and Resources

- Leaders deploy financial and physical resources strategically to support school improvement priorities and improve outcomes for pupils.
- Financial planning is closely aligned with the School Development Plan and targeted to reduce barriers to learning and promote equity.
- Grant funding, including the Pupil Development Grant, is used effectively to provide targeted academic, pastoral and wellbeing support for identified pupils.
- Leaders monitor the impact of resource allocation and interventions carefully, ensuring provision is responsive to pupils' needs and represents good value.
- Governors provide effective oversight of financial planning, ensuring resources are managed prudently and support the school's long-term strategic priorities.

2026 – 27 Priorities



Gwaunfarren Primary School
High Standards, Solid Foundations

SDP Targets
2026 – 27

Embedding a Self-Reviewing School Culture Through Collaborative and Distributed Leadership.

This priority focuses on developing a culture of continuous improvement where all staff, pupils and governors contribute to evaluating and improving the quality of education. Through collaborative working, coaching partnerships and professional dialogue, staff will be encouraged to reflect on their practice, share expertise and learn from one another to strengthen teaching and learning across the school.

The school will further develop leadership at all levels by providing opportunities for staff to engage in coaching, peer observations, professional enquiry and curriculum review. A strong emphasis will be placed on building staff confidence in self-evaluation and ensuring that evidence is used effectively to inform future improvements. Pupil voice groups and governors will also play a more active role in shaping school improvement priorities and evaluating their impact. This work will support the development of a professional learning culture where reflection, collaboration and shared responsibility are embedded in everyday practice. By strengthening distributed leadership and creating meaningful opportunities for all stakeholders to contribute, the school will increase its capacity for sustainable improvement.

Improve the effectiveness of outdoor learning provision through purposeful experiences, progressive skill development and high-quality resources.

This priority focuses on embedding high-quality outdoor learning as an integral part of the school's curriculum. Through the development of purposeful learning experiences, progressive skill development and enhanced outdoor environments, pupils will have regular opportunities to apply and extend their knowledge, skills and understanding in meaningful and authentic contexts.

The school will establish a whole-school approach to outdoor learning, supported by staff training, curriculum planning and the development of high-quality resources. Investment in orienteering, Forest School provision and outdoor learning environments will provide engaging opportunities for pupils to develop independence, resilience, problem-solving and collaborative skills. Staff will be supported through professional learning to ensure that outdoor learning is planned effectively and contributes positively to pupil progress.

This work will strengthen pupils' wellbeing by promoting confidence, physical activity, engagement and a greater connection with the outdoor environment. It will also support the development of literacy, numeracy and digital skills through purposeful cross-curricular experiences.

Develop and improve learner effectiveness across the school

This priority focuses on strengthening pupils' effectiveness as learners by developing greater independence, improving assessment for learning and ensuring consistency in feedback, reading and communication across the school. By embedding high-quality teaching approaches and providing pupils with regular opportunities to reflect on their learning, the school aims to help learners understand their progress, identify next steps and take increasing ownership of their development.

A key aspect of this work will be improving reading outcomes through the consistent implementation of Sounds-Write and evidence-informed reading strategies. The school will also raise the profile of Welsh and British Sign Language (BSL), creating meaningful opportunities for pupils to develop communication skills and confidence in a range of contexts.

The priority will further strengthen learner independence by encouraging pupils to make choices about their learning, respond to feedback and become active participants in the learning process. In mathematics, a consistent approach to developing reasoning, problem-solving and real-life application will support pupils to build secure conceptual understanding and confidence.

Through a coherent whole-school approach to teaching, assessment and communication, pupils will become more reflective, resilient and effective learners.