



# Ysgol Cefn Meiriadog

## Evaluation and School Development Plan Summary

### 2025 - 2026



**Ysgol Cefn Meiriadog is an English medium, rural primary school in Denbighshire.**  
**Ysgol Cefn Meiriadog is part of the Denbigh Cluster.**  
**We have 60 learners on roll from Nursery to Year 6.**  
**Currently we have 13% of our learners who are Free School Meals, 0% of our learners are EAL and 15% of our learners have Additional Learning Needs.**

### Summary of Self Evaluation findings:

The findings below have been ascertained following learning walks, listening to learners, book and planning scrutiny and area leader monitoring. These processes combined tells us the things that we do well and areas we need to improve:

#### Vision & Leadership

##### Strengths:

A clear vision ensures a consistent approach and high expectations of all. This has been reviewed and agreed by staff to be relevant and appropriate.  
 Leaders at all levels have the opportunity to develop and progress and apply their skills in their roles.  
 Professional Development is offered to all members of staff with time given to share good practice and ideas and evaluate impact.  
 Following support and training, Area Leaders have a deeper understanding of their role and have evaluated their areas, identifying priorities for the next academic year.

##### Areas to develop

Further develop self evaluation processes.

#### Curriculum, Learning & Teaching

##### Strengths:

Learning environments have further improved this year, areas are well resourced and are engaging and relevant to learners ages, interests and abilities.  
 Following the completion of our three year curriculum planning cycle staff have evaluated the topics and have made changes termly where relevant. During the next cycle topics will change/ adapt to ensure they remain relevant.  
 Carefully planned topics ensure a broad, balanced and progressive curriculum is offered.  
 Communication to parents and the wider community is strong. Relationship between school and the local community is a strength.

##### Areas to develop

Improve opportunities to develop literacy and numeracy skills in the outdoors.  
 Introduce a new Maths scheme and plan for the development of Numeracy skills accordingly.

#### Well-being, Equity & Inclusion

##### Strengths:

Relationships between staff and learners are strong. Pupils feel heard and contribute positively to school improvement.  
 Views of stakeholders are sought regularly and feedback and actions are shared with all.  
 Open door policy allows regular communication between staff and parents.  
 Methods of communication with parents are positive, we use a range of communication channels.  
 Learners with ALN are well supported, interventions are regularly monitored, learners are regularly listened to and an ALN action plan is created termly.  
 Behaviour is good.

##### Areas to develop

Improve attendance for persistent absentees

### Progress against last year's priorities:

#### 1: Develop indoor and outdoor spaces to support the development of all learners

All classrooms have been updated to ensure they are appropriate for learners. Resource and equipment audit has highlighted well resourced classrooms. New items have been purchased to ensure provision areas are well resourced too.  
 Listening to Learners highlighted a sound understanding of the interventions received, progress made and next steps by all learners.  
 ALN action plan includes the ideas from the children that they feel would support their learning further.  
 Sensory Room (Dosbarth Enfys) will be completed September 2025. This will be used to support ALN learners, for small group support as well as supporting those with sensory needs.

#### 2: To develop monitoring processes by all stakeholders to support school improvement.

Planning has been further developed following CfW Professional Learning, planning is more streamlined and focuses on pupil voice, essential questions and learner experiences.  
 Progress in interventions is good for most learners, they are monitored more stringently and feedback is shared termly with parents. Learner voice feeds into termly ALN action plan ensuring their needs are being met.  
 AOLE Lead monitoring is completed and all leads shared their findings. AOLE Leads report improved confidence in leading their areas and their roles following the training.  
 Professional Learning has been received by all staff and delivered by GWE. This focussed on self evaluation and the role of AOLE leads in monitoring and evaluating areas.  
 Governors have received self evaluation training from GWE too to better support them in understanding their role as a critical friend.

#### 3: Provide more opportunities for cross-curricular skill development

Cross Curricular skills are being planned for termly linked to topics, this is a common focus across the school. Further refining and focus will be needed on this next year.  
 Listening to Learners showed a confidence amongst the majority of learners regarding their literacy, numeracy and digital skills. Learners can talk confidently about their work, the progress they feel they have made and the skills they have developed.  
 Planning template has been developed following CfW professional learning, this now ensures weekly opportunities to develop ICT and DCF. Whole school focus is agreed on each term for DCF focus through topic work.  
 GWE delivered professional learning on the DCF. Staff have reported improved confidence in teaching and have included these areas in Summer Term planning.

### School Development Plan Priorities 2025- 2026:

#### Priority 1 - Improve the standard of reading across the school

We will develop more consistency in the teaching of phonics, deliver bespoke intervention support for those learners who require it, integrate spelling strategies into daily phonics sessions, further develop reading areas and the library to encourage reading for pleasure for all learners.

#### Priority 2: Improve assessment and tracking processes across the school

We will access any available professional learning to support our approach to assessment, track progress in interventions for ALN learners and share with parents, timetable appropriate assessment to support teacher planning and understanding of learner's progress, devise an effective tracking document to ensure all learners make suitable progress in all areas.

#### Priority 3 - Developing the cross curricular skills of Literacy, Numeracy and DCF across the school.

We will access appropriate professional learning wherever relevant, develop Literacy and Numeracy areas outdoors for children to access daily, identify a consistent approach to capturing the independent development of LNF and DCF skills across all AOLEs, introduce a new Maths scheme and plan for the development of Numeracy skills through topic work accordingly.

#### Support Needed:

Cluster working at all levels  
 WG - assessment training and guidance  
 Professional Development for staff  
 Working with other schools (SPP)