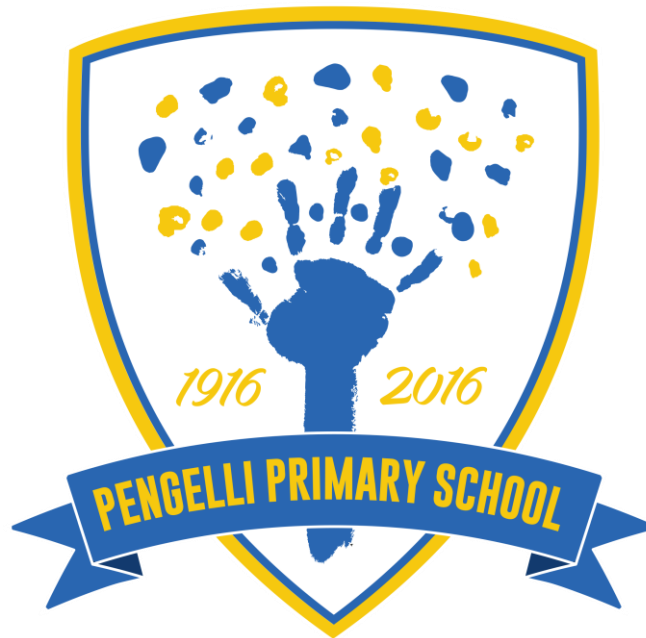




PENGELLI PRIMARY SCHOOL

DEVELOPMENT PLAN

2021-22

This document is based on [The Education \(School Development Plans\) \(Wales\) Regulations 2014](#)

PENGELLI PRIMARY SCHOOL
SDP 2021-22

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[School Vision](#)

At Pengelli, we believe that it is essential to support every child with their next steps for progression and learning.

We believe that a happy child is a successful one and are, therefore, committed to providing a positive, safe and stimulating environment for children to learn, where all are valued. Pengelli Primary provides a safe environment which puts relationships first. We believe that education should take place in a fully inclusive environment with equal opportunities for all and that all children should learn to value religious and cultural differences.

Children need to be engaged in discussion, debate and the celebration of moments. We feel that this is supported through project-based learning. It is important to provide a curriculum that equips children with the necessary skills for the 21st century, encouraging perseverance and providing opportunities for worthwhile application of literacy, numeracy and digital skills which promote higher order thinking and learning. We aim to provide a broad and balanced curriculum that is equipping children not just with the basic core skills but also with the chance to develop their creativity and express their feelings and ideas. There is no 'one size fits all' as children have a variety of skills and learn in a variety of ways.

Above all we look to provide a relevant and balanced curriculum designed for pupils to realise their full potential. We intend that all children should enjoy their learning, achieve their potential and become independent life-long learners

[School Context](#)

Pengelli Primary School is situated in the village of Grovesend, an ex-mining village between Gorseinon and Pontarddulais. The School was opened in 1916 in response to the demands of the mining families and has remained a focus for the village ever since. The building is of traditional construction and has not changed externally although there has been some modification of classes during the 1970s when four smaller classes were modelled into two larger ones. Pupils are based in four mixed-aged classrooms. School meals are cooked on site. The school benefits from a large playground, with a separate area for the Foundation Phase as well as a Nature Reserve and an extensive field. The school catchment is semi-rural and the housing within the area is generally owner-occupied. A new housing development is currently in progress with possible further development in the future,

Using the Welsh Index for Multiple Deprivation, the Penyrheol Ward, which Grovesend forms a part, is divided into four LSOAs (Lower Layer Super Output Areas). Grovesend falls into Penyrheol 2. The percentage of total pupils on roll living in areas classed in WIMD as being in the most deprived 30% of all areas is 9.8%. Across Wales (1909 LSOAs) in terms of education it ranks 990, income it ranks 1238, health it ranks 952, housing it ranks 1287, in terms of access to services it ranks 900 and in terms of community safety it ranks 1543, with 1st being most disadvantaged and 1909th being least disadvantaged.

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Currently, there are five teachers at the school, which include the Headteacher, who took up appointment in April 2014, and four mainstream class teachers. In addition, there are two part time School Clerks (1 FTE), one HLTA, seven Teaching Assistants: five full time and two part-time, two Breakfast Club Play Workers, three Midday Supervisors, a Cook in Charge, a Cook's Assistant, one cleaner, and one part time Caretaker (15 hours).

At present, there are 110 pupils on roll including 15 part-time nursery children. The School's Planned Admission Number stands at 15. Approximately 15.4 % of pupils are recorded on the ALN register with 0.8% at School Action, 12.2% at School Action Plus and 2.4% statemented. We have very effective partnerships with outside agencies, particularly those supporting pupils with ALN. The free school meal indicator has fluctuated over recent years between 9% and 27.3%, currently it stands at 10.6% (15.3% Including transitional protection pupils). There is one LAC child at the school. There are currently no pupils in receipt of Social Services intervention, EAL, Asylum Seekers or Travellers children on roll at the school. There have been three fixed term exclusions in the last three years. There have been no racial incidents recorded. All of our pupils are from English-speaking homes – two families also have another language (one Romanian, one Pilipino). 77.8% of pupils from within catchment attend the school. In most cases, the reasons are due to their attendance at Welsh medium education or grandparents providing childcare out of catchment. In recent years, however, some children were unable to attend, as classes were oversubscribed. 39.4% of our pupils are preferred placements. In 2020/21 pupil turnover was 6.7% Pupils normally transfer to Pontarddulais Comprehensive School although four out of eleven children transferred to Penyrheol Comprehensive school in September 2021. Transition arrangements are excellent.

The school hosts a well-attended Breakfast Club and an extensive range of lunchtime and after-school clubs which meet the interests of the children. The clubs are led by teaching staff and associate staff. We support the development of creative skills through the provision of specialist tuition from Superstars. We also provide a WRU trained sports coach for PPA sessions.

[Context of the School Development Plan.](#)

This Plan was written after consultation and input from the staff, governors, parents and pupils. The consultation was carried out through INSET days, questionnaires and school council meetings. Due regard is given to the school's comparative data and pupil outcomes when creating the plan. *The plan is formulated as part of the school's self-evaluation procedures.* The duration of this plan is from September 2021 to July 2022. All grant funding referred to in this plan is to be spent by March 31st 2022 (unless grant provider allows carry forward).

Progress against the plan is reported in each Headteacher's Report to Governors and through the work of the various governor committees. The plan is reviewed and updated annually. Copies of the plan are given to the Governing Body and every member of school staff. A summary is available to other stakeholders on request.

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[Well-being](#)

Well-being supports academic attainment and wider benefits to community and society, both in the here and now as well as in the future. Well-being is at the heart of our curriculum. Promoting [well-being](#) is a prominent feature of our strategic planning.

The Framework on embedding a whole-school approach to emotional and mental well-being was issued in March 2021. It aims to address the emotional and mental well-being of all children and young people, as well as school staff. In Pengelli Primary School, the appointed, named persons to lead the implementation of the framework are Helen Talaat and Lisa Foley. We work closely with WG's Implementation Lead to realise the framework in our school.

The school's leadership team ensure that only those interventions with a sound or innovative and developing evidence base are delivered. Our overarching principles are:

- All children in Wales have rights under the UNCRC to be safe, to be treated with equality and non-discrimination, to be supported to develop their physical and mental health, to express their thoughts and feelings, to be involved in decisions made about them, to receive extra support if they are disabled, and to receive an education that enables them to fulfil their potential.
- Our whole-school approach should be viewed as central to the success of learning about health and well-being and the four purposes of the new curriculum.
- It is the responsibility for all school staff to take a whole-school approach to the promotion of good mental health and emotional well-being is universal and integral to a successful school environment.
- Our whole-school approach to emotional and mental well-being is achievable through effective leadership, positive culture and co-productive implementation in partnership with all school stakeholders.
- Our whole-school approach puts the child at the centre of decisions made about them and relies on partnership and involvement with families, the community, other statutory bodies and the third sector. Activity within the school is part of a wider whole-system approach to emotional and mental well-being.
- Our whole-school approach promotes equity for all, reducing variation and using evidence-based practices consistently and transparently, in terms of both use of data for planning and any interventions.

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<u>Grant Finance</u> 2021-22			
Source of Funding	Purpose	Sum	Cross-referenced to priorities in the SDP
Education Improvement Grant	Ensure each pupil profits from excellent teaching and learning, focusing on - Improving Literacy - Improving Numeracy Breaking the link between disadvantage and educational attainment	£50,645 NB – All of the EIG for 2021 – 2022 is allocated to staffing the Foundation Phase.	Priority 1 Priority 3
Pupil Development Grant	Breaking the link between disadvantage and educational attainment.	£13,800 (£11,500 funded through eligibility for Free School Meals & £2,300 Early Years allocation)	Priority 2 Priority 4
RRRS: ALP	Recruit, recover, raise standards: Accelerated learning Programme	£2,225	Priority 1
Professional Learning	creating time in schools for practitioners to make the changes to practice they need to make in advance of the realisation of the new curriculum.	Not yet awarded	
Hwb Infrastructure	Ensure there is a suitable national infrastructure in place to consistently support the needs of schools in accessing and using digital services.	£4660	Priority 3
Other			

Key: **EIG spend**, **PDG spend**, **RRRS: ALP**, **School spend**

[PRESS](#)



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PENGELLI PRIMARY SCHOOL
SDP 2021-22

Summary of School Priorities

Current Academic Year

Resources, costs etc. for the current year can be found in the detailed priorities later in this document

Priority 1

Measure and increase pupil standards in basic skills.

Rationale (e.g. what national priorities/school performance/self-evaluation information was considered that resulted in this becoming a priority?)
Following the pandemic and lockdown our priority has been to reintegrate children to school in a stress free environment. Although we feel the children have settled well and produced work of a high standard we have only assessed informally. We need to set a new baseline and move forward from this.

Priority 2

Implement a whole-school approach to emotional and mental well-being

Rationale (e.g. what national priorities/school performance/self-evaluation information was considered that resulted in this becoming a priority?)
Schools and local authorities are required to have regard to the Framework on embedding a whole-school approach to emotional and mental well-being when developing action plans, strategies and other policies that impact on the well-being of learners, staff and others working within the school environment.

Priority 3

Review with a view to embedding, the New Curriculum

Increase the profile of Welsh

Rationale (e.g. what national priorities/school performance/self-evaluation information was considered that resulted in this becoming a priority?)
The New Curriculum has been trialled to this point and the school feels ready to implement the school's plans to date and to share with all stakeholders in readiness to embed

Priority 4

Implement ALNET Act

Rationale (e.g. what national priorities/school performance/self-evaluation information was considered that resulted in this becoming a priority?)
Welsh Government has set the date for the implementation of the Act.
The Act ensures the new ALN system has a set of clear, legally enforceable parameters within which local authorities and governing bodies that are responsible for supporting children and young people with ALN must act.
The school will produce a fair and transparent system for providing information and advice, and for resolving concerns and appeals

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Priority 5

Staff development for the New Curriculum

Further develop leadership skills in staff

Review use of space throughout the school – indoors and outdoors

Rationale *(e.g. what national priorities/school performance/self-evaluation information was considered that resulted in this becoming a priority?)*

As the New Curriculum is embedded staff need further development to be able to review their own work and view the work of others.

As the school grows we need to free/create space for children to work

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Review of previous year's priorities

A brief statement setting out the extent to which the school improvement targets for the previous school year were met and where they were not met fully a brief explanation as to the reasons.

Priority 1: Raise standards in 'Mathematics and Numeracy' and 'Languages Literacy and Communication'

Children struggling with mathematical concepts are receiving greater support via catch up groups. The junior classes now have a full time TA who is available to support children with their understanding and progress.

Problem solving is automatically built in to lesson planning and delivery when teaching concepts in mathematics. The use of real contexts are helping to increase pupil understanding

All classes continue to plan work outdoors to provide a range of contexts for pupils' language work.

Following work with Expressive Arts PLC all classes have introduced film into their teaching, again to raise interest and promote creative writing in context.

Rich tasks provide a real context to stimulate language work.

Training has been received on Welsh Dimension site to allow increased priority for Curriculum Cymreig. Welsh Week will give a platform for Welsh culture rather than just working around a myth.

Increase standards in Welsh and Welshness through Y Siarter Iaith

R. Banscherus held weekly Welsh assemblies with the support of Criw Cymraeg before the COVID pandemic – this will continue as soon as assemblies restart.

Criw Cymraeg have been working hard with R. Banscherus to promote the enjoyment of Welsh, including awards for the use of Welsh and playground games.

The Criw Cymraeg is extremely enthusiastic.

Apps have been identified to use with the classes and, again Criw Cymraeg will be promoting their use throughout the school. This will again be built in to curriculum planning

Book trawls (internally and by athrowes fro) have been completed that show appropriate language skills throughout the school.

Priority 2 Increase levels of child participation and enjoyment in learning

Children are encouraged to persevere when finding work difficult. Assemblies have been used to discuss that failure leads to improvement and that is often how we learn. When feeding back to classmates children are encouraged to show different methods where possible.

Planning is centred around the four purposes and children are reminded of what areas they are looking to develop in their work.

New themes have been developed in line with the New Curriculum recommendations. We have not changed our way of working completely and are holding on to recognised 'good practice'. Maths and English are still taught in the mornings to develop knowledge but they are taught with what is ahead in mind so that children see the appropriateness of what they are learning.

Pupils are involved in the planning of their work and this is helping to provide a more stimulating work environment with the children valuing their learning.

Respond to pupil voice

Questionnaires identified that children wanted to continue and extend outdoor learning activities and these have been built in to planning.

Following the Expressive Arts PLC it has been decided that a film or film clips will be utilised to open pupils' eyes to creative opportunities in writing and the arts.

Nurture groups have been established and Boxall surveys carried out on children identified as needing support. Timetables for groups of children displaying the same support needs have been put in place and Lisa Foley has started working with groups of children.

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Priority 3: Review teaching methods and curriculum provision in line with the proposed New Curriculum

We have held several internal training sessions on the proposed New Curriculum and have produced powerpoint guides on how Pengelli plan to adopt a new curriculum – Reach for The Stars/ Learning at Pengelli/From Planning to feedback. We have identified what we believe to be important to aid pupils' learning and are striving to promote these in our delivery.

Training has been delivered to all staff on metacognition skills and a file is available to be utilised.

Training has been provided on John Hattie's Visible Learning ideas and a great deal of discussion was developed as to pedagogy and on how children learn best. The Professional Learning Grant has been utilised to fund training for staff.

Powerpoint guides have all been made available for Governors and now that we have completed the staff training for Designing Our Curriculum I will be running a training session with the Governing Body and parents to ensure their input in producing a school vision – I would rather this be face-to-face so this is what is currently causing a delay as all meetings are carried out virtually.

Parental responses to a blended learning questionnaire have been extremely positive and our lessons were planned with the New Curriculum in mind – this will hopefully help parental understanding of the new curriculum. My only concern is the limited information regarding assessment when trying to explain to parents as they are now used to having end of key stage levels which are clear

Priority 4. Produce a toolkit of support for vulnerable learners

We have worked as a staff to gain a greater understanding of the range of difficulties faced by vulnerable learners. The school is experiencing far more issues linked to social and emotional difficulties which, in turn, affect pupils' ability to learn.

There are times we feel we are trying to balance a very difficult journey – particularly in what we can tell others about the difficulties certain children are experiencing. Certain children are sometimes seen to be receiving different treatment/rules and this is certainly an area we are having to look in to at the moment. Lisa Foley and Helen Talaat have met with a range of support services and a toolbox of strategies has been developed for staff. Two staff members have received training in dealing with bereavement, resilience and self-harming.

Work towards the new ALN code of practice (refer to Pengelli ALNET implementation planning)

The introduction of the ALN Code of Practice has been staggered. We have met as a staff to identify NEW ALN pupils in readiness for September An ALNET implementation plan has been produced and this is being worked through as funding allows.

All pupils on the ALN register have a Pengelli version of an Individual Development Plan in readiness for transfer over to the new system. We currently have one child with a statement who is currently awaiting placement at an appropriate provision (at this point probably Maes Derw

All parents of children on the ALN register are fully aware of developments – most are concerned that the process is so slow and we have to regularly deal with their frustrations (usually these frustrations are shared by the school and we can only reassure them that this is a national issue).

Priority 5 Review the school's vision and leadership structure with the New Curriculum at its core

All classroom staff have been assigned AoLEs with teaching staff taking leadership roles:

Language Literacy and Communication – Ria Banscherus

Mathematics and Numeracy – Dave Caswell

Science and Technology – Sara Morgan

Expressive Arts – Shelley Newport

Humanities – Helen Talaat

Health and Wellbeing – Dave Caswell and Helen Talaat

Performance Management targets are set in line with the sdp priorities:

All staff have been involved in Designing our New Curriculum and setting a new vision. We are ready to present our ideas to governors, children and parents for further discussion

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Priority 1: Measure and increase pupil standards in basic skills.

Rationale/Evidence-base: Why is this a priority?
Following the pandemic and lockdown our priority has been to reintegrate children to school in a stress free environment. Although we feel the children have settled well and produced work of a high standard we have only assessed informally. We need to set a new baseline and move forward from this ensuring children are working to their potential.

Success Criteria – *What will success look like? What are the intended outcomes?*
Progress is made by nearly all children in the basic skills - SS increased

Cross reference / links:

CfW	Nat. / local priorities (SLOs, NAPL, National Mission etc.)			Governors		Pupils
LL&C and M&N Designing and reviewing	New Curriculum Wales Recovery Programme			All		All
Actions and accompanying milestones if applicable	Who? (named)	When?	Type of monitoring & reporting mechanism	Who? (named)	When?	Action/ Monitoring Costs
Assess pupils' performance age in reading, spelling and number. Identify gaps and regression in learning.	All class teachers	Academic year	Learning walks Pupil voice Formal assessments	D. Caswell & R. Williams	February and July	Hodder Numeracy, Reading and spelling tests mark baseline in September. Children retested in February and July. Children identified via test results and initial class performance
Establish catch up groups to be run by class TAs and overseen by HLTA	TAs and teachers freed by NQT	Academic year	Learning walks Working with individual children	L. Foley	Termly	HLTA work with TAs to deliver Catch up provision. Class teachers identify children who need support (above). TAs and released teacher (NQT) work with Catch up groups.
Establish extension groups run by Deputy Headteacher.	D. Caswell	Weekly	Pupil voice Book trawl	H. Talaat	Termly	NQT provides release time for D. Caswell to work with MA children identified by class teachers

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Further develop independent working through enhanced provision.	All classroom staff	Daily	Learning walks	D. Caswell S. Morgan S. Newport H.Talaat R.Williams	Termly	FP classes further develop and review enhanced provision to encourage independence in thinking. KS 2 set up Enhanced provision ‘wheel’ as introduced by Mick Walters
Identify literacy and numeracy in Rich tasks to reinforce the need for application of basic skills.	All classroom staff	Daily	Learning walks Pupils sharing their learning Staff meeting discussions	D. Caswell S. Morgan S. Newport H.Talaat R.Williams	Termly	Linked to above – children utilise learned independence skills to apply knowledge to a range of rich tasks. Literacy and numeracy identified via Taith.
Resources (incl costs)				Professional Learning requirements (Incl costs)		
Hodder Education – Parallel Spelling Tests Hodder Education – Salford Sentence Reading Test Hodder Education – Basic Number Screening Test				TA training for catch up delivery/support		
How can the wider community of the school enrich the priority?				What support do we need from others to realise this priority?		
Increased involvement of parents School to school sharing Cluster work				Training from Partneriaith WG Network groups SA		
Termly Review Narrative						
AUTUMN				SPRING		
SUMMER						

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Priority 2: Implement a whole-school approach to emotional and mental well-being

Rationale/Evidence-base: Why is this a priority?
Schools and local authorities are required to have regard to the Framework on embedding a whole-school approach to emotional and mental well-being when developing action plans, strategies and other policies that impact on the well-being of learners, staff and others working within the school environment.

Success Criteria

Pastoral support provided for children who need emotional support – especially when being introduced to recovery programme.
Wellbeing support system established for staff.

Cross reference / links:

CfW	Nat. / local priorities (SLOs, NAPL, National Mission etc.)			Governors		Pupils
Health & Wellbeing	Framework on embedding a whole-school approach to emotional and mental well-being Curriculum Reform and Wellbeing Act			All		All
Actions and accompanying milestones if applicable	Who? (named)	When?	Type of monitoring & reporting mechanism	Who? (named)	When?	Action/ Monitoring Costs
SLT team produce an action plan based on the Framework on Embedding a whole school approach to Emotional and Mental Wellbeing.	H.Talaat D. Caswell R. Williams L.Foley	Weekly meetings – Autumn Term	Emotional walks Questionnaires	H.Talaat L. Foley	Termly	SLT and HLTA meet to plan a whole school approach. Nurture groups established for individual children identified as needing support – also responding to parental concerns. Discussion with staff to identify needs regarding wellbeing.
Appoint a named person to lead implementation of framework and act as coordinator.	H.Talaat	Autumn Term				
Produce a policy document for pupils and staff Emotional and Mental Wellbeing	H.Talaat D. Caswell R. Williams L.Foley	First half, Spring Term	Staff meeting feedback	H. Talaat L. Foley	Spring Term	SLT work on policy – pulled together and completed by H. Talaat. Document shared with staff and school Council for feedback.

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Introduce a new system of monitoring Health and Wellbeing	H. Talaat D. Caswell R. Williams L. Foley	Spring Term	Questionnaires Emotional wellbeing Walks	H. Talaat	Termly	Investigate different systems available – initially will utilise questionnaires and investigate Taith system. Previous work has proved to be cumbersome and not particularly useful.
Devise a staff wellbeing plan – working with Anthony Priest (Education Support)	H. Talaat D. Caswell R. Williams L. Foley	Spring term	Questionnaires	H. Talaat	Termly	Interview staff members and analyse questionnaires to ascertain what will ACTUALLY provide support for wellbeing, instead of making assumptions. Work closely with staff members and reassure them that individual responses will be confidential.
Make links with the framework and the school's curriculum. • KS2 • FP AoLE leads etc.	H. Talaat D. Caswell R. Williams L. Foley	Summer Term	Learning walks	H. Talaat D. Caswell	Autumn Term 2022	Identify classroom activities that can be utilised to provide support for emotional and mental wellbeing. Identify projects that could be established for year groups, incorporating Health and Wellbeing Purpose.
Link the framework to our school improvement cycle.	H. Talaat D. Caswell R. Williams L. Foley	Summer Term	Present to staff	H. Talaat D. Caswell R. Williams	Summer Term	Review school improvement cycle in the annual calendar, ensuring emotional and mental wellbeing are prioritised throughout the year
Liaise and work with WG implementation lead.	H. Talaat L. Foley					
Resources (incl Costs)			Professional Learning requirements (incl. Costs)			
Resources needed will be identified during the process allow £500			Training from Partneriaith Training with Anthony Priest			
How can the wider community of the school enrich the priority?			What support do we need from others to realise this priority?			
Identify services that may be able to provide support - Counselling for staff Counselling for pupils			Partneriaith health and wellbeing support Anthony Priest EPHW funding			

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Termly Review Narrative	
AUTUMN	SPRING
SUMMER	

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SDP 2021-22

Priority 3: Review with a view to embedding, the New Curriculum
Increase the profile of Welsh

Rationale/Evidence-base: Why is this a priority?
The New Curriculum has been trialled to this point and the school feels ready to trial the school's plans to date and to share with all stakeholders in readiness to embed.
During lockdown the children were not receiving the same everyday Welsh learning and on the return to school there was a greater emphasis on wellbeing and resettling. Welsh therefore needs to receive a higher profile.

Success Criteria:
New curriculum progress reviewed and the basic format is embedded with a view to constant monitoring

Cross reference / links:

CfW	Nat. / local priorities (SLOs, NAPL, National Mission etc.)			Governors		Pupils
All areas	SLOs; National Mission; National network			All		All
Actions and accompanying milestones if applicable	Who? (named)	When?	Type of monitoring & reporting mechanism	Who? (named)	When?	Action/ Monitoring Costs
Revisit work covered to this point and identify good practice and areas for improvement.	All classroom staff	Ongoing, throughout the year	Learning walks Feedback in staff meetings	D. Caswell S. Morgan S. Newport H.Talaat R.Williams	Termly	Staff meetings/INSET days utilised to developing review of progress made and future direction to be taken. Class teachers given set tasks to complete and bring back to meetings to feed back.
Provide school to school links for staff to observe a variety of approaches	H.Talaat	As COVID restrictions allow	Feedback in staff meetings	H.Talaat	termly	Utilise PLCs but also use WG funded NQT to allow staff to visit other schools. Invite TAs to staff meetings to feed back if they have attended any other settings.
Set a standing item on the agenda for staff meetings to continually review practice.	D. Caswell S. Morgan S. Newport	Ongoing, throughout the year	Feedback in staff meetings	D. Caswell S. Morgan S. Newport	Weekly	Teachers asked to provide feedback in meetings – what is and isn't working

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	H.Talaat R.Williams			H.Talaat R.Williams		
AoLE leads review learning through learning walks each half term.	D. Caswell S. Morgan S. Newport H.Talaat R.Williams	Termly	Learning walks Pupil voice	D. Caswell S. Morgan S. Newport H.Talaat R.Williams	Summer Term	AoLE leads provided with cover to undertake learning walks following a discussion with the class teacher highlighting what is being observed
Each class run a research project to aid application of the New Curriculum.	All class based staff	Ongoing throughout the year	Feedback in staff meetings Brief written report	H.Talaat	Summer Term	Class teams free to choose the area they wish to research in line with the New Curriculum requirements. Each class teacher will then present to the Governors at the end of the Summer Term.
Improve opportunities for authentic Welsh on a daily basis – whole school training on Dimension Cymreig	R. Williams	September 2021	Curriculum Cymreig identified in planning	Athrowes Fro (Nerys Jones) R. Williams	Summer Term	Whole staff receive training on Dimension Cymreig during INSET day. All staff then join Network on Hwb to access the site. Site to be utilised to action the Welsh aspect of topics.
Train TAs in the use of Welsh patterns and everyday phrases	R. Williams	September 2021	TAs using Welsh patterns throughout the day in their classes	Athrowes Fro (Nerys Jones)	Autumn Term	TAs receive training in Welsh patterns and then work closely with class teachers to ensure Welsh is used on daily basis/
Welsh lead meet with the athrowes fro for regular updates. Draw up an action plan for the year	R. Williams	Autumn term initially then termly	Meeting evidenced with action plan	Athrowes Fro (Nerys Jones)	Autumn term	Athrowes Fro and Welsh lead identify areas for development and re-establish Siarter Iaith for assessment at the end of the academic year.
Introduce Tric a Chlic to Year 3/4	D. Caswell Nerys Jones	Autumn Term	Training session set up Tric a Chlic used	R. Williams	Spring Term	Y3/4 teacher trained to deliver Tric a Chlic to develop confidence following lockdown.
Utilise Y Pod Antur in KS2 classrooms.	D. Caswell R. Williams	Spring Term	Teachers released to meet and plan Y Pod Antur used	R. Williams	Summer Term	Teachers released to plan Y Pod Antur activities in line with topics where possible.
Resources (incl. Costs)				Professional Learning requirements (incl.Costs)		
Tric a Chlic - nil				Training with Athrowes Fro -nil		

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Y Pod Antur - nil	
How can the wider community of the school enrich the priority?	What support do we need from others to realise this priority?
Welsh speaking parents work with children (COVID restrictions allowing) Cluster working	School to school training Athrowes Fro
Termly Review Narrative	
AUTUMN	SPRING
SUMMER	

PENGELLI PRIMARY SCHOOL

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Priority 4: Implement ALNET Act

Rationale/Evidence-base: Why is this a priority?
 Welsh Government has set the date for the implementation of the Act.
 The Act ensures the new ALN system has a set of clear, legally enforceable parameters within which local authorities and governing bodies that are responsible for supporting children and young people with ALN must act.
 The school will produce a fair and transparent system for providing information and advice, and for resolving concerns and appeals

Success Criteria:
 The Act is implemented and all stakeholders are aware of the procedures to follow

Cross reference / links:

CfW		Nat. / local priorities (SLOs, NAPL, National Mission etc.)		Governors		Pupils
Delivering appropriate learning activities through differentiation		WG ALNET ACT SLO Poverty and safeguarding		ALN Governor Share developments with all governors		Pupil involvement in learning and production of personal profiles
Actions and accompanying milestones if applicable	Who? (named)	When?	Type of monitoring & reporting mechanism	Who? (named)	When?	Action/ Monitoring Costs
ALNCo/SLT to meet to establish a clear process to assess provision required for ALN support.	H. Talaat L. Foley D.Caswell R. Williams	Autumn Term	Plan produced and starting to be actioned for way forward	H. Talaat	Spring Term	
Provide up to date training on ALNET Act and changes to policy and process to •Staff •Governors •Parents and pupils	H. Talaat L. Foley	Autumn Term (staff) Then Spring Term	Training provided and recorded – any feedback logged	H. Talaat	Spring Term	
ALNCo continue to attend any training and coordinator courses	L. Foley H. Talaat	Throughout the year	Attendance of meeting recorded	H. Talaat	Throughout the year	

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ALNCo maintain links with cluster and cluster lead.	H.Talaat L.Foley	Throughout the year	Records of meetings	H.Talaat L.Foley	Summer Term	Cluster group established with an active cluster lead. ALNCo's to join meetings
Update ALN policy	H.Talaat L.Foley	Autumn Term	ALN policy updated	Helen Talaat	Spring term	Use LA exemplar policy to adapt to be relevant to Pengelli
Establish a school recording system to ensure consistency	H.Talaat L.Foley		Training attended and teaching staff trained in use of system	H.Talaat		Currently utilising My Concern to upload information. County introducing Impact so H. Talaat and L. Foley will attend training
Purchase any resources required for Universal provision	H. Talaat L. Foley D.Caswell S. Morgan S. Newport R. Williams	Spring term	Purchase plan produced	H.Talaat	Spring term	H.Talaat to share Universal Provision plan and staff identify what is needed for each class

Resources (incl. Costs)	Professional requirements (incl. Costs)
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Items to provide Universal Provision in each classroom My Concern – annual subscription Taith 360 Annual subscription Speechlink subscription	LA run Training nil
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How can the wider community of the school enrich the priority?	What support do we need from others to realise this priority?
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Cluster group LA ALN leads	
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Termly Review Narrative

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Priority 5: Staff development for the New Curriculum

Further develop leadership skills in staff

Review use of space throughout the school – indoors and outdoors

Rationale/Evidence-base: Why is this a priority? As the New Curriculum is embedded staff need further development to be able to review their own work and view the work of others. As the school grows we need to free/create space for children to work	Success Criteria – <i>What will success look like? What are the intended outcomes?</i> Teaching staff carry out learning walks and feed back to the rest of the school and governing body Areas for improvement identified and plan drawn up
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Cross reference / links:

CfW	Nat. / local priorities (SLOs, NAPL, National Mission etc.)			Governors		Pupils
Designing and managing the curriculum	SLOs New Curriculum Leadership standards			Health and Safety Julie Burns – applying for grants		School council and ECO Pupil voice
Actions and accompanying milestones if applicable	Who? (named)	When?	Type of monitoring & reporting mechanism	Who? (named)	When?	Action/ Monitoring Costs
Provide time for staff to review their own work on the New Curriculum and to carry out learning walks	H.Talaat D.Caswell S. Morgan S. Newport R. Williams	Throughout the year	AoLE leaders feed back to HT and individuals	H.Talaat	Termly	Build in supply cover to release AoLE leaders (Class teachers) to meet with staff, carry out learning walks and write a report for self evaluation purposes
Pair teachers and TAs as development teams for curriculum and whole school issues	All classroom staff	Half termly	Minutes of meetings	H.Talaat	Termly	Build in movement of TAs for sessions with their AoLE partners to discuss practice and policy. Build time for groups during INSET days
Provide leadership time for staff – curriculum and whole school issues.	D.Caswell S. Morgan S. Newport R. Williams	Throughout the year	Perf Man meetings – evidence portfolios	H.Talaat	Termly	Build in supply cover to release class teachers to devel[op leadership roles – via training or self evaluation processes.
Agenda AoLE leader feedback time for staff meetings	H.Talaat	weekly				

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Enrol on Secondment project	R.Banscherus R. Williams	2021/22	Secondment completed	H.Talaat	Summer Term	Take part in Secondment Innovation Project for prospective Deputies
Create suitable outdoor learning environment for KS2 learners	D. Caswell R. Williams Caretaker	Spring Term	Plans and requirements drawn up	H.Talaat	Summer Term	Clear area behind KS2 corridor and identify requirements for learning area. Investigate use of pallets etc for building outdoor furniture. Investigate possible funding – via grants
Identify opportunities for increased space indoors and out – meet with school surveyor	H.Talaat Caretaker Health and Safety Govs	Spring term	Plans for future development	Gov Body finance committee	Summer Term	Declutter existing spaces and reorganise where possible' Identify possible funding and areas where space can be created
Investigate alternative exits to the yard for KS2 classes – meet with school surveyor.						

Resources (incl costs)	Professional Learning requirements (incl Costs)
Pallets Shelving Outdoor equipment	AoLE training sessions - Partneriaith 12 days supply for class teachers – 12 X £180 -£2160 (PLG) Attendance of secondment training sessions
How can the wider community of the school enrich the priority?	What support do we need from others to realise this priority?
Seek local suppliers who can help Parents with DIY skills Governors advise on grant applications	Partneriaith training for AoLE leaders Surveyor

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[Summary of Professional Learning](#)

How the Governing Body will further the professional development of staff in order to meet the school improvement targets.

Priority	Activity	Costs
1	Classroom based training for TAs	nil
1	Taith training	£50
2	Training sessions with Anthony Priest	nil
2	Partneriaith – Equity and Wellbeing training sessions	nil
3	CCET training	Funded by LA
3	Thrive training ALNCos	Funded by LA
3	ALNET training – range of courses from training diary	nil
4	Cluster PLC – Into Film	£450 3X0.5 days
4	2 nd PLC (to be decided)	£450 3X0.5 days
5	Caretaker and Headteacher premises management training	nil
5	Secondment training sessions	Funded by innovation grant
	<i>Total</i>	

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[SDP Checklist](#)

SDP requirement	✓	Comments
Does a clear vision set the context for the SDP? In order for the school to make sustained improvements and move forward, it needs to have a clear purpose that is shared and understood by all. In setting its vision, a school should consider the context in which it operates and agree a vision that is both motivational and achievable, and is underpinned by solid practical strategies.	✓	Vision statement can be found at the start of the document. Bold statement regarding whole-school approach to well-being also included in SDP.
In drawing up the SDP, has school performance information been considered? (A SDP will be informed by the regular self-evaluation a school undertakes of its own performance and contextual data.)	✓	The rationale for each priority explains what has been considered.
National priorities in regulations are: (a) raising the standards of education in relation to literacy and numeracy; and (b) reducing the impact of poverty on educational attainment;	✓	Each priority allows school leaders to link it to national priorities such as CfW and SLOs. There are also dedicated priorities for reducing the impact of poverty and implementing a whole-school approach to well-being.
Is there evidence of monitoring, review and revision of the SDP? Is it a live document? How are revisions reported?	✓	Each current priority has half-termly RAG rating and a narrative section.
Consultation In preparing or revising a school development plan the governing body must consult— (a) the head teacher of the school (if that person is not a member of the governing body); (b) registered pupils at the school; (c) parents of registered pupils; (d) school staff; and (e) such other persons as the governing body considers appropriate.	✓	Given in the 'context of the plan' section.
Professional development strategy Details of the governing body's strategy for the current school year as to how it will further the professional development of staff at the school in order to meet the school improvement targets. Does it include all staff and leadership development? It will provide a context for the performance management process for all staff. How does the school use the professional standards?	✓	Each priority lists professional learning required to realise it and this is combined in a summary towards the end of the plan.

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Working with the community Details of how the governing body will seek to meet the school improvement targets for the current school year by working with parents/carers of learners at the school, local residents, other schools, agencies and businesses, in seeking to achieve the school improvement priorities.	✓	Each priority considers how the community can contribute to its realisation.
School staff and school resources Details of how the governing body will make best use of the— (a) current school staff and school resources (including its financial resources) to meet the school improvement targets for the current school year; and (b) school staff and school resources (including financial resources) the governing body anticipates will be available to it to meet the school improvement targets for the next 2 school years immediately proceeding the current school year.	✓	Staff roles and responsibilities are clearly indicated along with costs of staff activity and resources.
Previous targets A brief statement setting out the extent to which the school improvement targets for previous school year were met and where they were not met fully a brief explanation as to the reasons for that failure. Schools should evaluate the effectiveness of targets that have been achieved, in terms of raising standards and improving outcomes for all learners.	✓	A review of the previous priorities is included.
Clearly sets out actions the school will take in order to achieve its targets.	✓	Each priority lists actions and offers an opportunity for the school to signpost evidence that informed the inclusion of said actions.
Clearly sets out expected outcomes as a result of achieving those targets. Outcomes should focus on the core purpose of school development planning, raising standards and improving outcomes for all learners.	✓	Each priority considers what success will look like.
Clear success criteria and milestones against which intended improvements can be evaluated.	✓	Success criteria (see above). Milestones included in actions.
The plan covers a rolling three-year period with year 1 containing detailed priorities and years 2 and 3 capturing high-level priorities and targets.	✓	High-level priorities for years 2 & 3 are articulated within the plan.