



PENGELLI PRIMARY SCHOOL

Station Road, Grovesend, Swansea, SA4 4GY

Headteacher: Mrs. H. Talaat

Deputy Headteacher: Miss. R. Banscherus

Chair of Governors: Mr. C. Scott



“YOUR BEST IS ALWAYS GOOD ENOUGH”

PENGELLI PRIMARY SCHOOL

SCHOOL IMPROVEMENT PLAN

(SIP)

2023-24

<https://www.pengelliprimaryschool.com/>

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,

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 is one full time School Clerk, one head of ALN and pastoral support, six Teaching Assistants: three full time and three 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 (20 hours).

At present, there are 127 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 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 11.61% (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 two 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 Czech Republic, one Pilipino). 77.8% of pupils from within catchment attend the school. In most cases, where children do not attend, 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

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. We support the development of sporting skills through the provision of specialist tuition from 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 October 2023 to July 2024. All grant funding referred to in this plan is to be spent by March 31st 2024 (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.

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.

Grant Finance 2023-24

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	£46,364 NB – All of the EIG for 2023 – 2024 is allocated to staffing the Foundation Phase.	Objective 1 Objective 2 Objective 3 Objective 4
Pupil Development Grant	Breaking the link between disadvantage and educational attainment.	£8050	Objective 1 Objective 4
RRRS: ALP	Recruit, recover, raise standards: Accelerated learning Programme	£7,773	Objective 1 Objective 4
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.	£2,635	Objective 2 Objective 3
Hwb Infrastructure	Ensure there is a suitable national infrastructure in place to consistently support the needs of schools in accessing and using digital services.	£3,500	Objective 2

Date of Last Inspection: January 2017 https://www.estyn.gov.wales/provider/6702172				
Recommendations	Limited Progress:	Satisfactory Progress:	Strong Progress:	Very good Progress:
R1: . Improve pupils' Welsh language skills, particularly in the Foundation Phase				
R2: . Develop the provision for pupils' independent learning skills in the Foundation Phase				
R3: Address the health and safety issues related to the outside areas				

3 YEAR PLAN				
YEAR	OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4
2023-24	Improve consistency in assessment and recording procedures across the whole school.	Further develop teaching and learning across the school including the use of the cluster mapping of the New Curriculum.	Further develop leadership at all levels and establish guidance and consistent formats for self-evaluation.	Use adaptive teaching to improve provision for all learners
2024-25				
2025-26				

Objective 1: Improve consistency in assessment and recording procedures across the whole school.

Rationale: staff feel there is inconsistency in approaches to marking and new staff have not yet received training. Curriculum for Wales also requires changes to traditional approaches so a complete review is necessary

Action	Success Criteria/ Intended Outcomes	Resources/ Personnel	Timescale	Sources of Evidence
Review marking and feedback policy	Policy document is produced and applied across the school. Teachers are clear about what they are trying to achieve and the best way of achieving it.	SLT Meetings ADDs Sessions PM Sessions TA Meetings Staff training courses	Review 1 March Review 2 July	• Pupil work scrutiny • Learning walks • Listening to learners • Planning • Tracking System • Minutes Meetings • Meeting Agenda • Staff Training
Reinforce and embed the principles of the new policy ensuring marking and feedback are meaningful, manageable and motivating	A range of marking techniques are used that are appropriate to the age and ability of pupils. Marking is used to advance pupil progress. Pupils can tell you: • What they are doing well in an area/topic/subject • What they need to do to improve their work in this area/topic/subject Pupils are therefore making appropriate progress following the relevant feeding forward after marking and teachers are adapting planning appropriately.			
Review the research work of Dylan William, Paul Black (Inside the Black Box), Shirley Clarke, and John Hattie on formative assessment	Teachers and support staff have a clear understanding of what is and isn't effective and how best to move pupils forward,			
Revisit AFL strategies to ensure new staff are fully informed of strategies and pre-existing staff members receive refresher sessions	Each class has an appropriate and effective range of AforL strategies that they use to assess understanding 'on the spot'. Thus enabling children to make progress in their learning that is appropriate to their knowledge and ability to progress.			
Build in an annual programme of a range of assessment strategies.	All classes are using diagnostic, formative and summative assessments appropriately and can justify their chosen method at any particular time. Pupils are clearly making progress with their learning.			
Ensure that Reflection Time is provided across the school, in order to develop self and peer evaluative skills.	Pupils are confident self and peer evaluating and are able to reflect on their own learning leading to progression.			
Purchase and introduce INSIGHT tracking system	Staff are able to access Insight to identify assessment scores and progress in learning and use this to aid planning			

Objective 2: Further develop teaching and learning across the school including the use of the cluster mapping of the New Curriculum.

Rationale: a great of work has been completed within the cluster on ensuring consistency and progression within AoLEs we now feel, that as a school, we need to personalise our own curriculum, using the mapping exercise results as a reference for progression.

Action	Success Criteria/ Intended Outcomes	Resources/ Personnel	Timescale	Sources of Evidence
Review topics covered to this point in terms of: • Progression • Coverage of SWM • Cross-curricular Skills • Integral Skills (Wider Skills) • Cross-cutting Themes	Teaching staff confident that they can identify what has and has not been covered to this point and where, possibly, more work is needed. Gaps in provision are filled and a fully rounded curriculum is available for all pupils.	SLT Meetings ADDs Sessions Cluster groups PM Sessions Teaching Systems TA Meetings Staff training courses	Review 1 November Review 2 March Review 3 July	• Pupil work scrutiny • Learning walks • Outdoor & Indoor Learning • Curriculum Maps • Med term planning • Weekly Planning • Pupil Feedback • Display Areas • Website
Staff review curriculum content and vision for their targeted progression step – work in teams and across phases to support one another.	Progression step leaders are fully aware of the content of their progression step and are able to share with all staff to provide support for groups of learners.			
Provide a robust system for staff training and sharing good practice to ensure consistent approach towards teaching and learning	Staff have worked as a team within the school and within cluster groups to have a clear understanding of the curriculum maps and are able to bring this understanding to medium and short term planning.			
Progression step (phase) leads to present developments to governing body once per term. (one Progression Step per term).	Phase leads work with assigned governors to extend their understanding of the new curriculum and prepare them for learning walks.			
Develop Learning through Play into the planning of the curriculum throughout the school.	All staff are trained in the theory and strategies of foundation learning (WG) and this is evident in the planning and execution of learning activities throughout the school.			
Encourage and develop self-directed and self-determined learning	Pupils are far more confident identifying their learning and have developed metacognition skills.			
Use floor books to evidence coverage of integral skills, cross cutting themes, visits, 'one off' events throughout the school.	Floor books are evident in every class and provide evidence of a range of learning activities and styles.			

Objective 3: Further develop leadership at all levels and review and further develop self-evaluation processes to ensure that they are rigorous, robust and impact upon school improvement.

Rationale: we have seen several staffing changes within the school and we need to review and develop leadership roles and ensure everyone is aware of self-evaluation processes and is able to apply their knowledge of systems to the practicalities of a review

Action	Success Criteria/ Intended Outcomes	Resources/ Personnel	Timescale	Sources of Evidence
Review leadership roles in terms of Curriculum for Wales and extended activities	New leadership roles are assigned in line with the skills that new staff have to offer.	Progression step Leader Non-contact: - Researching - Reviewing - Questionnaires - Action Planning - Training - ADDs Session - Meetings with Pupil Voice Groups - Feedback Meetings to Governors SLT Meetings ADDs Sessions Staff training courses	Review 1 November	- SIP Review - Questionnaires - SIP - Self-Evaluation evidence - Listening to learners - Perf. Man - Minutes of meetings - Minutes of Gov. Body Meetings
Inform and lead all stakeholders through new developments across the school.	Staff, pupils and governors are fully aware of new developments in terms of Curriculum for Wales		Review 2 March	
Update self-evaluation calendar	Calendar is in place and staff are fully prepared and aware of their roles thereby ensuring the school is fully self-evaluating and moving forwards.		Review 3 July	
Provide professional learning to all teachers in terms of evaluative writing using the Estyn writing guide.	Staff are upskilled in writing evaluative comments for self-evaluation processes thereby ensuring all stakeholders have a positive impact and a clear understanding of required developments			
Phase leaders work together to ensure: - Depth and Breadth - Progression - Coverage of SWM - Cross-curricular Skills (LNF & DCF) - Integral Skills (Wider Skills) - Cross-cutting Themes	Group meetings ensure phase leaders know what they are working towards and what has been done before.			
Principles of Progression training for staff	Staff revisit the principles of progression to reinforce their understanding of measuring progress thereby ensuring a consistent and accurate approach to measuring progression in learning.			
Support GB with visits and provide support with feedback forms	Governors are able to speak with confidence about the Curriculum for Wales and its impact on children's learning			
Schedule and facilitate shared learning and research	Staff share their findings to disseminate information and thereby improve learning experiences for pupils.			

Objective 4: Use adaptive teaching to improve provision for all learners

Rationale: Differentiation as a tool can be limiting to individuals and is often quite workload heavy for teachers without a balanced improvement in learning. Adaptive teaching requires a clearer understanding of a child's abilities and difficulties and should allow great progression in skills.

Action	Success Criteria/ Intended Outcomes	Resources/ Personnel	Timescale	Sources of Evidence
Build staff knowledge on adaptive teaching	Staff have a clear understanding of adaptive teaching and the advantage over differentiation. Children are then able to progress at an appropriate level and pace without any constraints on their learning	SLT Meetings ADDs Sessions PM Sessions TA Meetings Staff training courses	Review 1 December	• Legislation • Training • Listening to Learners • Tracking System • ALN Files • Parent Workshops • Staff Training
Deliver staff training on learning styles and ensure ALL children experience the full range of styles in their learning	Teachers deliver a range of learning styles and pupils learn a range of learning styles. Neuro divergent pupils may gain adaptive teaching through their preferred learning style		Review 2 March	
Audit classrooms re maintenance of Universal Provision access	Universal provision provides support for all learners and enables progress for all		Review 3 July	
Use teaching assistants to provide adaptive teaching	TAs help create a learning environment that supports every student's growth and success Pupils who struggle initially in a session are seen to make greater than expected progress with their learning			
Monitor Curriculum Planning to ensure an effective approach: By focusing on learning objectives and designing flexible instruction, teachers can create resources that can be easily modified to suit different students' needs.	Pupils receive the appropriate level of challenge and support.			
Ensure a Positive Learning Environment and clear Communication	A supportive classroom and maintaining communication with pupils and parents ensures engagement and awareness of student progress.			
Training for TAs on working with children with ALN	TAs have a greater of understanding of the needs of children with ALN and are greater equipped to help the children make progress with their learning			

Staff Professional Development Plan

Priority	Focus of Improvement	Staff	Resources	Cost
1	ASSESSMENT FOR LEARNING	1 TEACHER	SUPPLY COVER	£203:54
1	ASSESSMENT IN CURR for WALES	HEAD TEACHER	COURSE COST	£100
2	FOUNDATION LEARNING TRAINING	3 TEACHERS x 3 2 TAS x 3	SUPPLY COVER	£2504:58
2	CURRICULUM MAPPING	6 TEACHERS	SUPPLY COVER	£1017:70
3	COACHING AND MENTORING	HEAD OF ALN & PASTORAL CARE	COURSE COST	£75
3	SELF EVALUATION	HEAD TEACHER	-	-
3	SELF EVALUATION	3 TEACHERS	SUPPLY COVER	£610.62
3	MENTOR TRAINING	1 TEACHER	SUPPLY COVER	£203.54
4	ALN TRAINING	8 TA 0.5 X DAYS	SUPPLY COVER	£480
Total				£5,194.98
Professional Learning Grant				£2,635
School Funded				£2,559.98