



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)

2024-25

<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, five Teaching Assistants: two 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 111 pupils on roll including 8 part-time nursery children. The School's Planned Admission Number stands at 16. Approximately 11.6 % of pupils are recorded on the ALN register with a further 26.9% children listed as having additional needs at a school level. 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 14.81% (15.3% Including transitional protection pupils). There is one LAC child at the school. There are currently three pupils in receipt of Social Services intervention, EAL, Asylum Seekers or Travellers children on roll at the school. There have been four 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 Philipino). 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

The plan is formulated as part of the school's self-evaluation procedures. The duration of this plan is from October 2024 to July 2025. All grant funding referred to in this plan is to be spent by March 31st 2025 (unless grant provider allows carry forward).

Progress against the plan is reported in each Headteacher's Report to Governors and any relevant sub committees. The plan is reviewed and updated annually. Copies of the plan are given to the Governing Body and every member of school staff and it is posted on the school website. A summary is available to other stakeholders on request.

Recent years have seen several changes in staffing and the roles of staff members which has now led to a change of areas of responsibility in line with staff expertise and experience. For the past two years AoLE responsibility was taken from teachers to enable them to focus on the review and development of their classroom curriculum within appropriate progression steps. Evaluation of teaching and learning was carried out in staff meetings via book trawls and discussions and via parental questionnaires and governor meetings, discussions with pupils and learning walks. Now that our individual school curriculum has been formalised we have reassigned AoLE responsibilities in readiness for self-evaluation purposes.

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 2024-25

Source of Funding	Purpose	Sum	Cross-referenced to priorities in the SDP
Education Improvement Grant RRRS: ALP	Ensure each pupil profits from excellent teaching and learning, focusing on - Improving Literacy - Improving Numeracy Breaking the link between disadvantage and educational attainment Recruit, recover, raise standards: Accelerated learning Programme	£55,024 NB – the bulk of the EIG for 2024 – 2025 is allocated to staffing the Foundation Phase. 53,731 1293	Objective 1 Utilise IT to develop individualised learning in the classroom Objective 2 Promote the Welsh language involving enhancing its use across various aspects of school life, beyond just Welsh lessons. Objective 3 Introduce a holistic approach to assessment and individual record-keeping Objective 5: Use adaptive teaching to improve provision for all learners
Pupil Development Grant	Breaking the link between disadvantage and educational attainment.	£17,410	Objective 3 Introduce a holistic approach to assessment and individual record-keeping Objective 5: Use adaptive teaching to improve provision for all learners
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.	£2,173	Objective 1 Utilise IT to develop individualised learning in the classroom Objective 2 Promote the Welsh language involving enhancing its use across various aspects of school life, beyond just Welsh lessons. Objective 4: Develop a comprehensive approach to teaching diversity can help pupils understand the value of inclusivity and equity from an early age. Objective 5: Use adaptive teaching to improve provision for all learners
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 5 laptops to replace classroom desktops; 2 webcams; 1 ipad for signing in/out; 4 laptops for Y5/6 (as pupil numbers go up next year)	Objective 1 Utilise IT to develop individualised learning in the classroom

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				

We have identified that COVID had an impact on independent learning skills and on Welsh language skills and although we feel that progress was strong to satisfactory in both area we feel that they need to be reprioritised in our SDP. We had made very good progress with H&S issues and these are clearly evident, however, although actions have been put in place to ensure safeguarding there are new targets to meet (reliant on funding)

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 (Not completed – develop 2024/25)
2024-25	Utilise IT to develop individualised learning in the classroom	Promote the Welsh language involving enhancing its use across various aspects of school life, beyond just Welsh lessons	Introduce a holistic approach to assessment and individual record-keeping	Develop a comprehensive approach to teaching diversity helping pupils to understand the value of inclusivity and equity from an early age.
2025-26	Based on self-evaluation	Based on self-evaluation	Based on self-evaluation	Based on self-evaluation

Objective 1: Utilise IT to develop individualised learning in the classroom

*Rationale: Through work reviews and pupil and parent feedback we have identified the need to **develop individualised learning in the primary classroom, making learning more personalised, interactive, and effective.***

Action	Success Criteria/ Intended Outcomes	Resources/ Personnel	Timescale	Sources of Evidence
Carry out initial 'assessments' to identify the individual's capacity for learning	Identify baseline measurements re skills and knowledge to be able to gauge future progress. Identify areas of need thereby setting work at an appropriate level to achieve success	SLT Meetings ADDs Sessions PM Sessions TA Meetings Staff training courses	Review 1 December Review 2 March Review 3 July	• Pupil work scrutiny • Learning walks • Listening to learners • Planning • Tracking System • Minutes Meetings • Meeting Agenda • Staff Training
Establish individual E-portfolios and Digital Learning Logs	Portfolios and profiles identify strengths and areas for improvement and therefore identify a means to develop progress in learning. Children have a greater understanding of where they are and what they need to do.			
Utilise Teams/SEESAW to develop individual learning opportunities – allowing individual, immediate feedback.	Teachers can provide guidance and feedback as the pupils work, allowing personalized support. Instant feedback through apps and platforms helps pupils understand mistakes and improve immediately			
Identify and utilise a range of support tools for use in the classroom – voice recorders, educational apps, TEAMS, AI to adapt activities, Reading Eggs, Powerpoint with voice, Microsoft Picture Dictionary, Voice apps, Microsoft One Note, online quizzes.	Pupils able to navigate their own learning once they have been teacher assessed as to their needs. The work provided is at the appropriate level and pupils are making progress with their learning. Assistive technologies help pupils with additional learning needs access learning materials in ways that suit their abilities. Pupils are also more engaged through interactive, multimedia-rich content.			
AI-Powered Tutoring and Support - guiding pupils through problem-solving processes, providing personalised hints and explanations based on their individual needs.	AI-powered chatbots and virtual tutors offer individualized support outside of classroom hours, helping pupils practice and review material independently.			

Objective 2: Promote the Welsh language involving enhancing its use across various aspects of school life, beyond just Welsh lessons. Including R1 Improve pupils' Welsh language skills, particularly in the Foundation Phase.

Rationale: Monitoring has identified few pupils use incidental Welsh beyond Welsh lessons and the classroom.

Action	Success Criteria/ Intended Outcomes	Resources/ Personnel	Timescale	Sources of Evidence
Leadership and School Vision Ensure the senior leadership team are fully committed to making Welsh a core part of the school's ethos. The school's vision should reflect a strong focus on promoting the Welsh language. Develop or update a school policy to promote the use of Welsh throughout the school, not just in lessons. Appoint new Criw Cymraeg	Welsh is embedded as a part of the school's everyday culture not just as a subject that successfully supports pupils academic and social progress. Pupils are far more confident conversing in Welsh and encouraging others to do so.	SLT Meetings ADDs Sessions PM Sessions TA Meetings Staff training courses Welsh support team	Review 1 December Review 2 March Review 3 July	• Pupil work scrutiny • Learning walks • Listening to learners • Planning • Minutes Meetings • Meeting Agenda • Staff Training • Criw Cymraeg
Embedding Welsh into the Curriculum Incorporate the Welsh language into various subjects, not just Welsh lessons. Encourage teachers to use simple Welsh commands and questions in subjects like PE, Art, and Music. Ensure educational resources, displays, and classroom materials are bilingual. Subject-specific vocabulary lists should include Welsh terms. Include Welsh-medium activities as part of extracurricular clubs.	All staff make good use of Welsh throughout the school and as a result, pupils have increased opportunity to use and practice the language, leading to improved linguistic outcomes.			
Promoting Welsh in Daily Life All staff to greet and interact with pupils in Welsh during informal interactions. Incorporate Welsh into school assemblies. Pupils deliver parts of the assembly in Welsh, and use Welsh prayers or songs. Organise games and activities that promote speaking Welsh, such as board games or quizzes with Welsh-language instructions.	Nearly all pupils have improved confidence in using conversational Welsh beyond the most basic use of language patterns. Organising Welsh-language games and activities provides pupils with more opportunities to practice the language in a fun, low-stakes environment. This helps to reinforce classroom learning, build confidence, and improve fluency, while also making Welsh a natural part of their everyday school experience.			

Engaging Parents and the Community Send home bilingual newsletters to parents, explaining how they can support their child’s Welsh language development at home. Provide simple Welsh phrases and vocabulary they can use. Invite Welsh-speaking members of the community to give talks or workshops. Organize workshops for parents, teaching them basic Welsh phrases so they can support their children's learning.	Engaging parents and the community, pupils are exposed to Welsh not only in the classroom but also at home and in community settings, which significantly increases the frequency of language use and practice. Seeing Welsh used outside of school by family members and community leaders builds pupils’ confidence in their language abilities and encourages them to use Welsh more frequently in different settings.			
Monitoring and Celebrating Progress Use the Siarter Iaith self-evaluation toolkit to track the school's development in promoting the language	Using the Siarter Iaith self-evaluation toolkit to monitor and celebrate progress helps create a focused, motivated, and accountable learning environment. Tracking development ensures that Welsh language promotion remains a priority, while celebrating achievements boosts student engagement, motivation, and pride in their linguistic growth.			

Objective 3: Introduce a holistic approach to assessment and individual record-keeping

Rationale: The school has identified that to fully support development of learning through the New Curriculum we need to capture the full range of a child's development, including academic progress, emotional and social growth, and personal interests.

Action	Success Criteria/ Intended Outcomes	Resources/ Personnel	Timescale	Sources of Evidence
Formalise a comprehensive assessment system. Utilise formative/summative/ performance based/ peer and self-assessments	Continuous feedback, reflection, and personalized instruction, lead to improved academic outcomes, greater student engagement, and the development of critical life skills such as collaboration, problem-solving, and self-regulation. Students master content and grow as independent and lifelong learners.	SLT Meetings ADDs Sessions PM Sessions TA Meetings Staff training courses	Review 1 December Review 2 March Review 3 July	• Pupil work scrutiny • Learning walks • Listening to learners • Learning profiles • Minutes Meetings • Meeting Agenda • Staff Training
Create Individual Learning Profiles (ILPs) for each student that encompass academic performance, strengths, challenges, interests, and social-emotional development. These profiles provide a personalised, evolving record of each child's learning journey.	Academic performance improves as each student receives the support and challenges they need to succeed. ILPs lead to well-rounded learners who are not only knowledgeable but also emotionally resilient and socially competent.			
Implement digital tools that allow for easy tracking of student progress and the ability to share records with pupils, parents, and teachers.	Real-time tracking of students' academic progress, enabling teachers to provide immediate feedback. Pupils understand their mistakes or areas of improvement quickly, fostering a responsive learning environment.			
Carry out timed observations to ensure assessments capture how well pupils manage emotions, empathize with others, and collaborate with peers	The learning experience becomes more holistic, moving beyond academic achievements, acknowledging the importance of emotional intelligence in personal and academic success.			
Personalised feedback Hold regular one-on-one or small group conferences where pupils review their progress with their teacher, reflect on feedback, and set new learning goals	Personalised feedback significantly improves learning by fostering self-awareness, accountability, and reflective practices, as well as building strong teacher-student relationships that support targeted learning.			

Objective 4: Develop a comprehensive approach to teaching diversity to help pupils understand the value of inclusivity and equity from an early age.

Rationale: while it is not felt that there is any overt racism directed towards individuals we have identified through discussions with pupils that we have children who use inappropriate language/terms that are probably picked up outside school.

Action	Success Criteria/ Intended Outcomes	Resources/ Personnel	Timescale	Sources of Evidence
Integrate Diversity Across the Curriculum Diversity shouldn't be a standalone topic but incorporated into every subjects.	Foster critical thinking, increasing engagement, reducing stereotypes, and preparing students for a globalised world. Create an inclusive, equitable educational experience, resulting in stronger academic outcomes and personal growth.	SLT Meetings ADDs Sessions PM Sessions TA Meetings Staff training courses	Review 1 December	• Pupil work scrutiny • Learning walks • Listening to learners • Planning • Minutes Meetings • Meeting Agenda • Staff Training • Assemblies
Use Inclusive Teaching Materials. Utilise books that introduce children to different cultural experiences and challenges related to identity and self-acceptance. Materials should depict characters with a range of abilities, skin colours, and experiences to normalise diversity.	Normalise diversity and foster a more inclusive, empathetic, and engaged learning environment. Pupils develop critical thinking skills, cultural competence, and respect for diversity.		Review 2 March	
Foster Classroom Discussions on Diversity. Create opportunities for pupils to discuss diversity openly and respectfully. Encourage pupils to share their experiences with different cultures, traditions, or personal identities. Explore situations where empathy and understanding of others' backgrounds are essential.	Reduced biases and fostering a sense of belonging. Pupils develop emotional intelligence, cultural competence, and respect for differences, which are essential for both academic success and navigating the diverse world beyond school		Review 3 July	
Organise events that celebrate different cultural festivals, traditions, and histories.	Create a positive and lasting impact on pupil learning. Promote cultural awareness, inclusivity, and empathy while broadening students' global perspectives and enhancing engagement.			
Collaborate with Parents and the Community	Parents able to interact with their children on issues surrounding the pupils			

Engage parents and caregivers in discussions about diversity, encouraging them to share their cultural heritage with the class. Involve local cultural organizations and leaders. Organize field trips to local cultural centres or have guest speakers share about different cultures, religious practices, or historical backgrounds.				
Build empathy by teaching pupils to understand and value the perspectives of others.	Develop critical thinking, communication skills, and a growth mindset, preparing students to succeed both in school and in their future lives.			
Teach about Disability and Neurodiversity Develop lessons on different abilities and neurodiversity, fostering an understanding of how people experience the world differently. Incorporate activities that help pupils appreciate the strengths and contributions of people with different abilities and highlight assistive technologies.	Empower pupils to see disability in a more positive light celebrating strengths, contributions, and assistive technologies, promoting a growth mindset and preparing them to thrive in a diverse world. Ultimately, these lessons help build a more respectful, inclusive, and compassionate classroom, where all students can learn and grow together.			
Incorporate Social Justice Education Teach pupils about fairness, equality, and justice	Create a more equitable and inclusive learning environment where all students can thrive.			

Objective 5: 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 pupils' 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 understanding of the needs of children with ALN and are better equipped to help the children make progress with their learning			

Staff Professional Development Plan

Priority	Focus of Improvement	Staff	Resources	Cost
1	Technocamp training for staff and modelling with children x2	Y1-6	Laptops/chromebooks Technocamp bring resources	0
1	AI teaching tools	Teaching	In house laptops	0
1	Project for independent working with IT	All staff	unknown	Unknown at this point
2	Welsh coordinator training	Welsh lead	3 days cover 91/term)	£660
2	Ffa La La training	Welsh lead	2 days cover	£440
3	Time for RB to work on system and support staff	All staff	4.5 days cover	£1,000
4	Darpol training – online Seek further training for individuals	All staff		Unknown at this point
5	Adaptive teaching ADDs	Teaching staff	0	0
Total				£2,000+
Professional Learning Grant				£2,173
School Funded				
Focus of Improvement		Staff	Resources	Cost

[illegible]