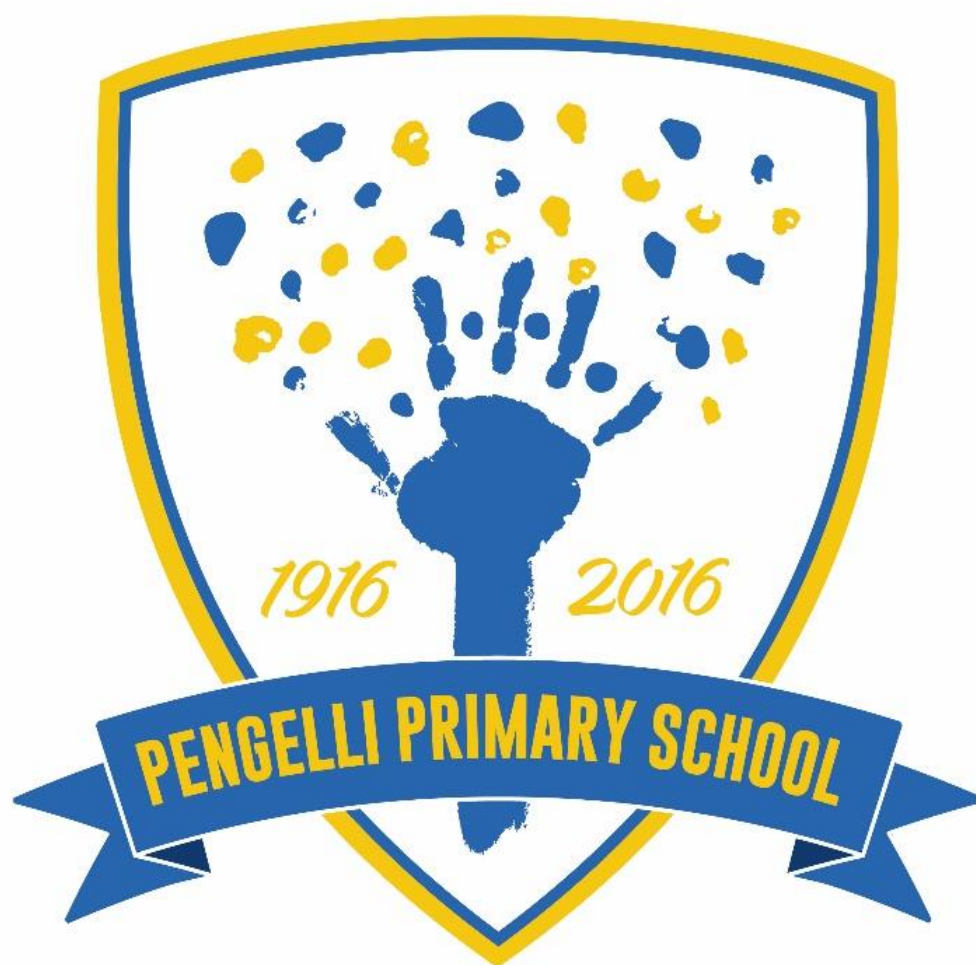




REVIEW OF SCHOOL DEVELOPMENT PLAN

2021/22

PENGELLI PRIMARY SCHOOL

REVIEW OF SDP 2021/22

Priority 1

Measure and increase pupil standards in basic skills.

- Pupils' performance age in reading, spelling and number have been assessed twice this year to monitor progress made. Gaps in learning have been monitored and appropriate support put in place – whether it be via 'catch-up' provision or intensive support. Some parents have been contacted to develop strategies to go forward regarding working at home with their child/ren (this is very much limited as it is important not to overload children with work).
- We benefitted from the funding of an NQT to provide cover, thereby releasing a member of staff to provide catch up provision in the first half of the year. In the second half of the year we have, due to the class size in N/R, been able to utilise the funding of a TA to provide catch provision for small groups of children.
- Independent working is more structured throughout the school with the introduction of enhanced provision – missions in the KS2 classes in line with the provision in FP classes

Priority 2

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

- SLT team met to produce an action plan based on the Framework on Embedding a whole school approach to Emotional and Mental Wellbeing.
- Helen Talaat to lead implementation of framework and act as coordinator.
- A policy document for pupils and staff Emotional and Mental Wellbeing as been produced and is currently being checked and amended in readiness for presentation to the Governing Body.
- As a school we are still investigating an appropriate tool for the monitoring of Health and Wellbeing
- Helen Talaat and Lisa Foley have met with Anthony Priest (Education Support) regarding a staff wellbeing plan. It is acknowledged that staff wellbeing has been affected across Swansea and has had to take a back seat as it has become more evident the depth of struggle that many children have had following lockdown. There has been a conscious effort by the school to monitor teacher workload and to avoid putting extra pressure on staff. Also, the WG funded NQT has been utilised to provide cover for teaching staff for AoLE Lead activities

Priority 3

Review with a view to embedding, the New Curriculum

Increase the profile of Welsh

- Through staff meetings and INSET training we have revisited the work covered so far in our journey towards Curriculum 2022. We have held frank discussions on what has worked and what hasn't and our approach amended to suit.
- Having previously set the four purposes at the centre of planning we have slightly amended our approach to make the integral skills more pivotal but we are now also involved in the Lucy Crehan project on creating a skeleton framework for the New Curriculum for Swansea schools and will give us greater guidance on the pillars of our curriculum.
- 'Child speak versions of integral skills have been produced which are differentiated for phases/year groups.
- Enhanced provision in KS2 classes is now established and throughout the school (in line with our Space theme for the New Curriculum) will be called Missions. There was also discussion around the fact the word Challenges often make children feel uncomfortable where as a 'friendlier' term makes them less threatening.
- Backward planning training has been held for all staff (INSET day) – It was made clear that teaching staff must share plans with support staff so they need to understand the concept
- The planning format has been saved as a template on Taith. It was trialed over a term and amendments have been made. The theme planning is shared with parents via Dojo
- The end of year reports have been set up in line with the new Taith system and will be sent to parents in July.
- A workshop for parents on New Curriculum and how assessment will be affected has been held – the attendance was low (eight families) but the powerpoint was shared with all parents via Dojo
- Each class has run a research project to aid application of the New Curriculum.
- All staff have received training school training on Dimension Cymreig and the tools available to classes and TAs have received training in the use of Welsh patterns and everyday phrases
- The Welsh lead has met with the Athrowes Fro for regular updates and has drawn up an action plan for the year ahead, including achieving Y Siarter Iaith
- Dave Caswell has received training in Tric a Chlic

Priority 4

Implement ALNET Act

All staff are aware of the requirements of the ALN Bill. There has been another delay around the implementation Act as schools have expressed many concerns over the feasibility of some of the requirements

- Lisa Foley and Helen Talaat have attended many courses relating to the Act and are constantly updating practice in line with the expectations.
- Move from statements and individual education plans to individual development plans
- Personal profiles have been produced for all children on the ALN register and all staff working with the children have been involved. Many thanks to Mrs. Foley for her hard work in this area.
- A cluster ALN group has been established and all members are working closely together to ensure consistency across the primaries and Comprehensive school
- Parents of ALN pupils have been involved in the processes in place at this point. At this point, parents have contributed to Personal Profiles and five IDPs which have been completed. Pupils have also been involved at various stages of the process.
- Concerns:
 - a) WG have stated that transition to the ALNET ACT requirements has zero costs – this is certainly not the case.
 - b) Funding for children identified as requiring an IDP still is not fully clear to schools and there is a level of concern as to how the school budget for ALL children will be affected.
 - c) Health and schools are supposed to be working together but the timelines for both services are very different.
 - d) Doctor's and consultants continue to tell parents that their children require an IDP when they are unaware of the provision that is already there for a child – this can cause unrest between parents and schools (particularly children identified as ASD)
 - e) Parents are being told by other professionals that their child/ren need one-to-one support when the Act makes it clear that if a child needs one-to-one support they should be in a specialist teaching facility. Again this is not being made clear and parents are coming to schools with unrealistic expectations.

Priority 5

Staff development for the New Curriculum

Further develop leadership skills in staff

Review use of space throughout the school – indoors and outdoors

- Performance Management meetings identified the requirements of individual staff members and allowed planning with regard future support and training.
- Sara Morgan has been enrolled on a coaching and mentoring course and, following a year without a FP lead the role has been reintroduced. The NQT/Student mentor role has been further developed and we have been able to utilise the WG funded NQT to release the member of staff concerned where necessary.
- The ALNCos continue to attend training (as Priority 4) and have developed a strong working link with the cluster ALNCos – this has been essential as the move towards the ALNET ACT is particularly pressurised for the individuals involved. Lisa Foley has also completed a UWTSD degree course on inclusion (she is currently awaiting the result) Lisa Foley has also taken the lead in more meetings with parents which, in turn, has released Mrs. Talaat
- Richard Williams (innovation project secondee) has led the application for Siarter Iaith - leading training for staff and establishing an increased Welsh feel around the school. Staff received training on the website, Dimenswn Cymreig, which helps to contribute to the Cynefin aspect of Curriculum for Wales. All TAs have received further training in the use of Welsh patterns and everyday phrases. Richard has also been invited to Governing Body Meetings and parents' meetings. Helen Talaat meets regularly with secondee to ensure he is developing at the rate he wishes
- Ria Banscherus has been seconded to Newton in her development and she is kept up to date with any school based training. Resources have also been made available for her to use at partner school.
- Helen Talaat has worked with the Secondment group PLC to provide training where required.
- We are in the process of looking to utilise any space available around the school.