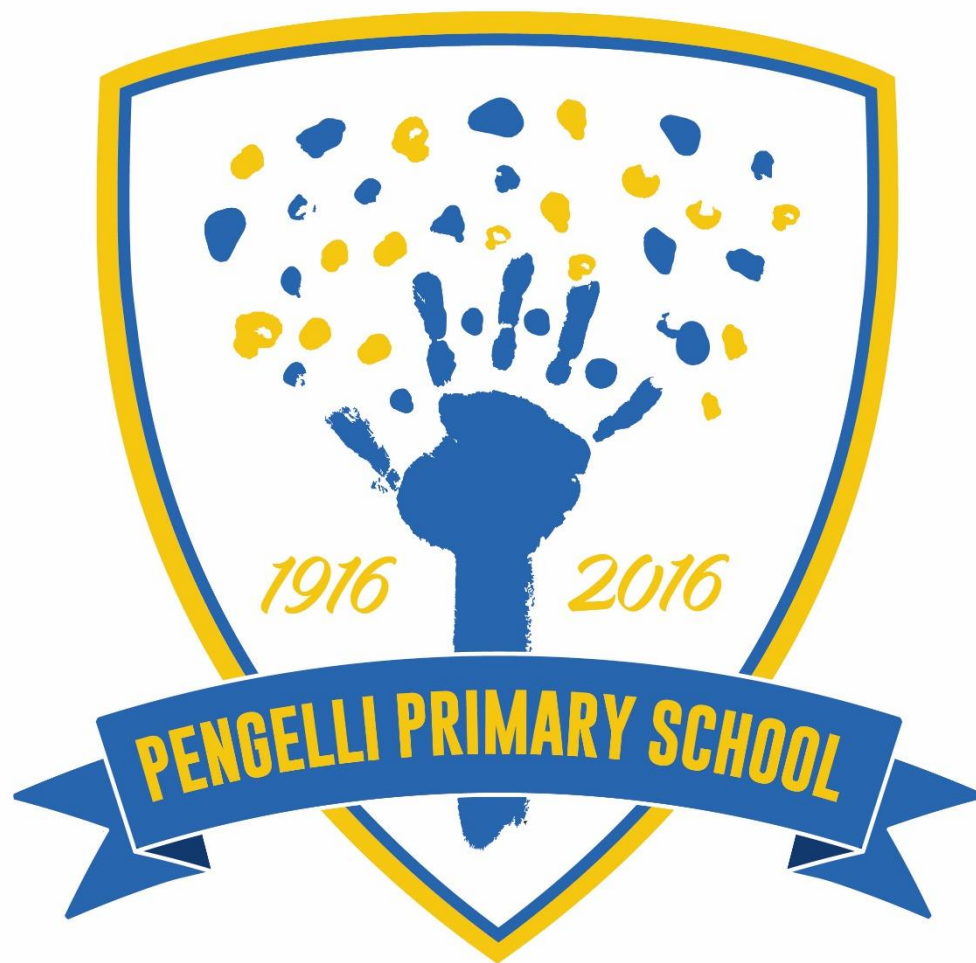




SCHOOL IMPROVEMENT REPORT REVIEW OF SCHOOL DEVELOPMENT PLAN

2022/23

PENGELLI PRIMARY SCHOOL

REVIEW OF SDP 2022/2023

Priority 1

Monitor pupil standards in reading, writing and mathematics improving and maintaining standards and progress overall.

- Following staff discussions it was determined that different classes required different baseline activities. We agreed that we need evidence on maths/number, reading and spelling.
- Each teacher has established a summative system which can also be used in a formative way - a way forward for the class as a whole and individuals.
- S. Morgan has been working with cluster Reception teachers on an adaptation of the Foundation Phase Profile, in line with the New Curriculum requirements – this is an ongoing process.
- Class teachers have been extremely pleased by the level of improvement made by nearly all pupils and they have developed monitoring systems in line with the New Curriculum to monitor progress made.
- The cluster group has completed the new format for the Foundation Phase baseline and this is being shared throughout CCoS
- Handwriting was initially chosen for review as it was felt that, particularly following COVID lockdown there has been a drop in standard/quality of presentation.
- Juniors have been particularly focussing on general presentation while developing their handwriting styles.
- Foundation phase focus has been on letter formation, using a range of strategies.
- Classes have placed an emphasis on handwriting and general presentation and there is definitely improvement in most cases – particularly further up the school (which would be expected). Children are starting to see the benefit of taking a pride in their work and are enjoying sharing what they have done.
- During the Autumn term we have been revisiting different assessment methods and reading around the requirements of the New Curriculum. We recognise there is a change of emphasis and are aiming to develop systems to ensure forward facing assessment and that children are aware of how they are progressing and what they need to do next
- We have looked at a variety of options open to us and have chosen to show improvement levels against the following criteria:

ATTAINMENT	PROGRESS	EFFORT
B Your child is generally working beyond the expected level for a child of this age	1 Your child has made sustained progress, beyond expected	A Your child puts in a high level of commitment across this area.
W Your child is generally working within the expected level for a child of this age.	2 Your child has made expected progress, usually sustained.	B Your child puts in an appropriate level of commitment. across this area
T Your child is generally working towards the expected level for a child of this age	3 Your child has made below expected progress.	C Your child puts in a variable level of commitment in this area.

- Children's work can be utilised to show progress and it has been felt that parental feedback following parents' evening was very positive.
- Miss Banscherus trialled a new system for parents' evening and this was extremely well received
- Reading scheme books have been replaced.
- We are also looking to use books to develop an ethos of inclusion and tolerance, using 'No Outsiders' (see Priority 2)
- Books and literature are now used to a greater extent in classroom teaching to develop contexts and themes. The children are certainly developing a greater enjoyment of reading. We have a Reading festival planned for June (to be organised by Miss Banscherus) and we are hoping that this again will further foster a love of reading.
- All classes are placing oracy as a priority – particularly the correct use of spoken language and confidence to speak in front of an audience. In Celebration Assembly, every Friday, children are encouraged to share events/news with their friends.
- More and more children are looking to present to the whole school during assembly time and their growth in confidence and use of language is clear to see.
- Having reviewed TAITH, we have decided that, at this point, TAITH does not provide the information we need for assessment and reporting purposes.

Priority 2

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

- At this point we are agreed that calm down areas are not being used to their full potential and some (particularly older children) are taking advantage of the system in order to avoid lesson time. We are also aware that limited space sometimes limits the possibility of developing areas.
- Rules for calm down time have been made clear for all pupils and we have visited as a staff that calm down time is probably a little late once the child has lost control – we need to pre-empt meltdowns where possible and allow short periods of time for children to gather themselves, thereby avoiding moments of distress where possible.
- We are currently reviewing Jigsaw, an online mindful approach to PSHE, I have been working with other Headteachers in the cluster to look to gain a reduction in price of the scheme if it is seen as a valuable resource.
- 'No Outsiders' has been purchased to promote equality and diversity throughout the school. It is based on using stories with the children to promote thinking about behaviours.
- Think Equal has been given to Reception classes via a grant from Welsh Government and this again develops learning through the use of story books
- Jigsaw has been purchased and is in place from Reception to Y6. It is a very detailed scheme and is currently being used to find out which sections work and which don't and which areas can be cut back whilst still providing the appropriate level of support for children.
- Mrs. Newport has set up a RRS committee and they are currently working to plan assemblies and events to raise awareness
- Red Nose Day organised by RRS committee
- We have a new EWO who is particularly effective and I have been working closely with her.
- We are still waiting for guidance in terms of an LA policy to formalise a way forward for the school.
- At the moment we are continuing to inform parents of concerns and remind them of the importance of regular and punctual attendance – there is undoubtedly an issue with regards to general attitudes towards attendance.
- Miss Jenkins and Mrs. Talaat have been working closely with Vanita McGlynn (EWO) to improve the attendance of the children with the lowest rate of attendance (there are some pupils with attendance levels between 40 and 60% and these need urgent addressing. We have definitely seen an improvement on levels of attendance of nearly all of the families spoken to and this (unsurprisingly) has impacted on children's learning.
- We have reached a stage where families are regularly booking holidays during term time but we are still awaiting an LA wide policy document as we know this is an issue in many schools across Swansea

Priority 3

Embed metacognition: extend independent learning and creative thinking.

- We are still developing our curriculum so are currently using 'old' policies until we have a clear progression map.
- The cluster has been working hard on a curriculum map. At this point we feel that we are making very good progress however it must be noted that we are trying to construct a curriculum that is already 'running'. In reality the processes we are undertaking now, probably should have been started two years ago so that teaching staff are confident to deliver what is a brand new curriculum/way of working. We have tried to develop a consistent approach to each of the AoLEs but we have also recognised that they are quite individual areas and there are some differences that we have encountered
- The cluster map is developing but progress remains slow as it relies on releasing staff to attend sessions and this involves costs to all schools involved. We are hoping to complete each map in the Summer term in readiness for September 2023.
- We have agreed as a cluster that this is essential but are finding it hard to plan ahead due to a lack of confidence Adrian Smith is our cluster link for Partneriaith and we have been working very closely with him and the other members of the Partneriaith team e re. funding/budgets
- We are looking to build these in to the calendar in the Spring term when the Curriculum is further developed
- Fixed themes have been identified and the curriculum maps and Jigsaw scheme will feed in to these themes and provide structure.

Priority 4

Further develop ALN provision to meet the needs of all learners, involving all stakeholders in the process.

- All staff are aware of most developments re. ALN Act. Unfortunately there are still mixed messages so we are having to further develop as we go along.
- All staff are aware of the changes to ALN – the delays in implementation due to COVID have limited the progress at this point.
- At the moment we are working with individual families as children are identified as ALN and we are moving them on to IDPs (or otherwise). It is particularly important that these families are fully informed initially
- With the increased level of children with learning difficulties we are still currently working with the relevant parents to raise awareness of what the difficulties mean to their children (and them) and what we and they can do to support their children. We are always careful to ensure parents know that they are able to challenge our decisions and they can appeal to the LA.
- We have made some referrals based on parental request rather than our opinion this year as we wish to avoid future possible litigation based on failure to acknowledge concerns
- Mrs. L Foley is the school pastoral support officer and she has been working closely with pupils and their families this term and often provides a 'counselling' service for parents who are struggling with situations around their children.
- There has been increased need for support for parents this term as they struggle to come to terms with the difficulty faced when dealing with issues around their children.
- Information leaflets have been posted and will be updated as we become aware of developments
- The second tranche has been delayed following concerns about the WG roll out nationally. We have, however reviewed last year's IDP and following requests from parents set up decision panels and started PCRs for new concerns.
- We have continued to review last year's IDPs and are setting decision making panels for possible new referrals for IDPs.
- Class teachers meet regularly with Mrs. Foley and she has also been involved in upskilling TAs to deliver learning programmes for pupil groups and individuals

Priority 5

Review and upgrade the learning environment; further develop self-evaluation processes

- School Council and ECO Committee have met with Mrs. Foley and Miss Banscherus and whole school have met with Mrs. Talaat to discuss their wishes.
- During the cluster INSET day TAs worked extremely hard to clear unwanted resources
- We are continuing to develop the indoor and outdoor environment as finances allow. We are hoping to engage with parents who have the relevant skills to help with any developments.
- Despite losing TAs we still managed to reassign year groups and this has been reasonably successful, despite the disruption. This is something we will revisit in the future
- Mrs. S. Hughes is now the Lead TA and she has coordinated training and is able to meet with and work with TAs to gauge views and provide support.
- TAs have met with Mrs. Hughes during assembly time and this enables them to discuss any issues or requirements fully – I think the fact that anything that comes to me is anonymous gives individuals the confidence to express how they feel. All TAs have received the FP training and some have attended ALN training and fully appreciate the ability to do so.
- AoLE handbook has been produced and shared with teaching staff and is awaiting ratification. Self-evaluation is generally coordinated via staff meetings to ensure a rolling programme of activities.
- Mrs. Talaat has attended LA run training on self-evaluation and school development planning. The training is being repeated for middle leaders and teaching staff and this will be rerun next term. Miss Banscherus, Miss Morgan and Mrs. Newport will be attending.