



# 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)

### 2025-26

<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 learners 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. Learners 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: three full time (one is employed as a one-to-one support) and two part-time, two Breakfast Club Play Workers, two Midday Supervisors, a Cook in Charge, a Cook's Assistant, two cleaners, and one part time Caretaker (20 hours).

At present, there are 97 learners on roll including 7 part-time nursery children. The School's Planned Admission Number stands at 16. Approximately 13.4% of learners are recorded on the ALN register with a further 24.74% children listed as having additional needs at a school level. We have very effective partnerships with outside agencies, particularly those supporting learners with ALN. The free school meal indicator has fluctuated over recent years between 9% and 27.3%, currently it stands at 17.78%). There is one LAC child at the school. There are currently three learners in receipt of Social Services

intervention, and no EAL, Asylum Seekers or Travellers children on roll at the school. There have been no fixed term exclusions in the last two years. There have been no racial incidents recorded. All of our learners are from English-speaking homes – two families also have another language (one Czech Republic, one Philipino). **77.8%** of learners 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 learners are preferred placements

The school hosts a well-attended Breakfast Club and a 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 and Art support delivered by an experienced artist in residence.

### **Context of the School Development Plan.**

This Plan was written after consultation and input from the staff, governors, parents and learners. 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 2025 to July 2026 All grant funding referred to in this plan is to be spent by March 31<sup>st</sup> 2026 (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 three 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 learners 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
<p><b>Education Improvement Grant</b> RRRS: ALP</p>	<p>Ensure each pupil profits from excellent teaching and learning, focusing on</p> <ul style="list-style-type: none"> <li>Improving Literacy</li> <li>Improving Numeracy</li> </ul> <p>Breaking the link between disadvantage and educational attainment</p> <p>Recruit, recover, raise standards: Accelerated learning Programme</p>	<p align="center">£57,366</p> <p>NB – the EIG for 2025 – 2026 is allocated towards staffing the Foundation Phase.(£68,513)</p> <p align="center">£1293</p>	<p>P1 Improve the quality of teaching to ensure that learners make effective progress and develop independence in literacy by using real life scenarios and cross curricular literacy</p> <p>P2 Improve the quality of teaching to ensure that learners make effective progress and develop independence in numeracy by using real-life problem solving tasks and cross curricular numeracy</p> <p>P3 Enhance Welsh Language Development throughout the school and promote greater use of conversational Welsh.</p> <p>P4 When The Adults Change</p>
<p><b>Pupil Development Grant</b></p>	<p>Breaking the link between disadvantage and educational attainment.</p>	<p align="center">£18,885</p>	<p>P4 When the Adults Change</p>
<p><b>Professional Learning</b></p>	<p>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.</p>	<p align="center">£2,778</p>	<p>P1 Improve the quality of teaching to ensure that learners make effective progress and develop independence in literacy by using real life scenarios and cross curricular literacy</p> <p>P2 Improve the quality of teaching to ensure that learners make effective progress and develop independence in numeracy by using real-life problem solving tasks and cross curricular numeracy</p> <p>P3 Enhance Welsh Language Development throughout the school and promote greater use of conversational Welsh.</p>

Date of Last Inspection: November 2024

Recommendations	Limited Progress:	Satisfactory Progress:	Strong Progress:	Very good Progress:
<b>R1. Improve the quality of teaching to ensure that older learners make effective progress in literacy, numeracy and Welsh and understand how to improve their work</b>				
<b>R2. Strengthen the role of governors in supporting the school's work</b>				

3 YEAR PLAN					
YEAR	OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4	OBJECTIVE 5
<b>2024-25</b>	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 learners to understand the value of inclusivity and equity from an early age.	Use adaptive teaching to improve provision for all learners
<b>2025-26</b>	Improve the quality of teaching to ensure that learners make effective progress and develop independence in literacy by using real life scenarios and cross curricular literacy	Improve the quality of teaching to ensure that learners make effective progress and develop independence in numeracy by using real-life problem solving tasks and cross curricular numeracy	Enhance Welsh Language Development throughout the school and promote greater use of conversational Welsh.	Improve levels of consistency in terms of behaviour using the principles of When The Adults Change, encouraging the creation of authentic, supportive school environments.	Strengthen the role of governors in supporting the school's work
<b>2026-27</b>	Based on self-evaluation	Based on self-evaluation	Based on self-evaluation	Based on self-evaluation	Based on self-evaluation

**Objective 1: Improve the quality of teaching to ensure that learners make effective progress and develop independence in literacy by using real life scenarios and cross curricular literacy**

*Rationale: ESTYN Rec 1 and school Self Evaluation*

Action	Success Criteria/ Intended Outcomes	Resources/ Personnel	Timescale	Sources of Evidence
Develop learners' vocabulary knowledge through explicit pre-teaching when planning for learning, and provide them with explicit opportunities to develop their new vocabulary in their independent writing.	High expectations maintained for all learners, ensuring they have a clear understanding of sentence structure and appropriate vocabulary Learners able to work both independently and collaboratively, cultivating essential teamwork and critical thinking skills.	SLT Meetings ADDs Sessions PM Sessions TA Meetings Staff training courses R. Banscherus		<ul style="list-style-type: none"> <li>• Pupil work scrutiny</li> <li>• Learning walks</li> <li>• Listening to learners</li> <li>• Planning</li> <li>• Tracking System</li> <li>• Minutes Meetings</li> <li>• Meeting Agenda</li> <li>• Staff Training</li> <li>• Online profiles</li> </ul>
Ensure listening and speaking skills support reading and writing, rather than as skills to be developed in their own right. Use rich and varied contexts to teach learners specifically how to listen and talk.	Learners show the acquisition and application of essential skills in listening and speaking Learners demonstrate the application of these skills in their reading and writing			
Develop successful whole-school strategies for promoting reading for pleasure: reading to learners, providing opportunities for learners to read aloud, sharing complete novels with learners, and providing time for daily independent reading.	Learners develop an extended reading library and display an enjoyment and understanding of what they have read. Learners show a positive attitude towards learning, with engagement, motivation, and a willingness to persevere when challenges arise.		<p><b>Review 1 December</b></p> <p><b>Review 2 March</b></p>	
Teach and model the conventions of form and genre, and of writing as a process. Provide learners with a real reason to write and audience to write for. Place a greater focus on learners' understanding of purpose and audience, and consistent approaches to developing their skills.	Learners' knowledge, understanding and skills deepen and broaden over time. Learners are able to speak and write for a range of purposes and audiences.		<p><b>Evaluation July</b></p>	
Provide enough opportunities for learners to write freely using the range of writing skills that they already have. Ensure all teachers have an expectation for learners to check, correct and re-draft their work in extended writing opportunities	Learners take responsibility for their learning and become active participants in the learning process. Learners have clear expectations for what they should know, understand, and be able to do			

<p>Embed an integrated, topic-based, approach to planning listening, speaking, reading and writing to help learners to acquire and develop language. Ensure the development of one skill complements that of another. Use a wide range of engaging real-life and imaginative contexts to develop or extend learners' language and literacy skills across the curriculum</p>	<p>Learners apply their learning to real-world situations, preparing them for life beyond the classroom.</p> <p>Learners show a positive attitude towards learning, with engagement, motivation, and a willingness to persevere when challenges arise.</p> <p>Learners demonstrate positive behaviour and active participation in learning activities, contributing to a productive classroom atmosphere</p>			
<p>Provide clear, helpful feedback to support learners in improving their language and literacy work - question learners carefully enough to scaffold and progress their language and literacy skills. Use information from suitable assessments appropriately to plan additional or specialist support for individuals and groups of learners.</p>	<p>Reflection helps learners address misconceptions promptly, inform immediate next steps, and ensures teachers plan future planning, inform challenge/support required, develop longer-term pupil goals.</p> <p>Parents and carers have the relevant information needed to be able to offer support to their child throughout the academic year.</p>			
<p>Develop robust processes for reviewing the impact of teaching and learning experiences on learners' progress with a focus on subject-specific aspects of language teaching</p>	<p>All staff are involved in monitoring processes and have a greater understanding of how learners are progressing.</p> <p>Governors are included in monitoring processes</p> <p>Pupil voice also informs progress and processes.</p>			

**Objective 2** Improve the quality of teaching to ensure that learners make effective progress and develop independence in numeracy by using real-life problem solving tasks and cross curricular numeracy.

*Rationale: ESTYN Rec 1 and school self evaluation*

Action	Success Criteria/ Intended Outcomes	Resources/ Personnel	Timescale	Sources of Evidence
<p>Design a mathematics curriculum that is clear, consistent and is structured to build on learners' learning.</p>	<p>*All learners, including those with ALN, and those impacted by poverty and disadvantage, are presented with an appropriate level of challenge and support tailored to their individual needs. *Teaching is well matched to the needs of all learners, including those with ALN, based on a deep understanding of their learning requirements.</p>	<p>SLT Meetings ADDs Sessions PM Sessions TA Meetings Staff training courses S.Newport N.</p>	<p><b>Review 1 December</b></p>	<ul style="list-style-type: none"> <li>• Pupil work scrutiny</li> <li>• Learning walks</li> <li>• Listening to learners</li> <li>• Planning</li> <li>• Minutes Meetings</li> <li>• Meeting Agenda</li> <li>• Staff Training</li> <li>• Online portfolios</li> </ul>
<p><b>Embed Real-Life Problem Solving in Lessons</b> Use real-life numeracy tasks linked to everyday scenarios. Create activities where learners apply numeracy in real-world situations. Encourage use of open-ended, multi-step problems that require reasoning and decision making.</p>	<p>*Teaching is well matched to the needs of all learners, including those with ALN, based on a deep understanding of their learning requirements. *Learners show perseverance and the ability to seek new solutions when encountering difficulties. They adopt a solution-focussed approach where autonomy is supported and promoted.</p>		<p><b>Review 2 March</b></p>	
<p><b>Promote Cross-Curricular Numeracy</b> Identify opportunities for numeracy across subjects (e.g., data analysis in science, scaling in geography, timing/distance in PE). Create a cross-curricular numeracy map to ensure consistency and progression. Run collaborative planning sessions with subject leads to integrate numeracy naturally. Develop short projects that require numeracy across different subjects (e.g. running a business, planning a school event, environmental surveys).</p>	<p>*Learners show the acquisition and application of essential skills in numeracy. *Learners apply their learning to real-world situations, preparing them for life beyond the classroom. *Learners show a positive attitude towards learning, with engagement, motivation, and a willingness to persevere when challenges arise. *Learners demonstrate positive behaviour and active participation in learning activities. *Learners provided with a broad and well-rounded curriculum, covering a range of areas of learning and experience, ensuring depth and progression.</p>		<p><b>Evaluation July</b></p>	
<p>Ensure that learners are numerate and develop secure problem-solving skills by modelling and scaffolding independent problem-solving tasks. Teach for learners' understanding rather than focusing on performance. Use CPA (Concrete-Pictorial-Abstract) strategies. Use low floor/ high ceiling anchor tasks to introduce new concepts.</p>	<p>*All learners, including those with Additional Learning Needs (ALN), and those impacted by poverty and disadvantage, are presented with an appropriate level of challenge and support tailored to their individual needs. *Practitioners give specific and clear feedback to learners, address misconceptions promptly, inform immediate next steps, plan future planning, inform challenge/support required, develop longer-term pupil goals and report to parents/carers. *Teaching is well matched to the needs of all learners, including those with ALN, based on a deep understanding of their learning requirements.</p>			

<p>Develop teachers' confidence in subject knowledge and subject pedagogy through structured professional learning and discussion, including facilitating professional networks to share best practice.</p>	<p>*Practitioners provide clear expectations for what learners should know, understand, and be able to do.          Teachers collaborate in their topic planning and frame what effective progression looks like across the topic area, including identifying and addressing misconceptions; where learners make the most progress.          *High quality teaching that includes an understanding of effective teaching methodologies for mathematics.          *Teachers develop their own confidence in subject knowledge and subject pedagogy to get the best out of the learners.</p>
<p>Help learners to enjoy what they are learning whilst ensuring that provision is challenging and effectively develops their knowledge and skills.</p>	<p>*Teaching is well matched to the needs of all learners, including those with ALN, based on a deep understanding of their learning requirements.          *Learners show a positive attitude towards learning, with engagement, motivation, and a willingness to persevere when challenges arise.</p>
<p>Staff and learners develop and exemplify a positive attitude towards mathematics and understand its value. Reinforce the fact that it is acceptable to make mistakes in mathematics so that learners can learn from them and build their resilience.</p>	<p>*Teaching is well-matched to the needs of all learners, including those with ALN, based on a deep understanding of their learning requirements.          *Learners show positive working relationships with both peers and adults, fostering a collaborative and respectful learning community.</p>
<p>Base self-evaluation and improvement planning on evidence from observing learners' standards in mathematics lessons and scrutiny of their work. Maintain a clear focus on addressing the strengths and areas for improvement in the teaching and learning of mathematics</p>	<p>*Providers employ questioning and feedback techniques that actively support learners' progress and guide them towards further achievement.          *Practitioners plan learning opportunities that are relevant to learners.          *Practitioners plan to deepen and broaden learners' knowledge, understanding and skills over time.          *Processes identify individual strengths, areas for development and barriers to learning.          *Systems are developed that record day-to-day observations and enable practitioners to identify progress over different periods.</p>

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### Objective 3: Enhance Welsh Language Development throughout the school and promote greater use of conversational Welsh.

Rationale: ESTYN Rec 1 and school self evaluation

Action	Success Criteria/ Intended Outcomes	Resources/ Personnel	Timescale	Sources of Evidence
<p><b>Leadership and School Vision</b> 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</p>	<p>Welsh is embedded as a part of the school's everyday culture not just as a subject that successfully supports learners academic and social progress. Learners are far more confident conversing in Welsh and encouraging others to do so.</p>	<p>SLT Meetings ADDs Sessions PM Sessions TA Meetings Criw Cymraeg Staff training courses Welsh support team K.Gooch</p>	<p><b>Review 1 December</b>  <b>Review 2 March</b>  <b>Evaluation July</b></p>	<ul style="list-style-type: none"> <li>• Pupil work scrutiny</li> <li>• Learning walks</li> <li>• Listening to learners</li> <li>• Learning profiles</li> <li>• Minutes Meetings</li> <li>• Meeting Agenda</li> <li>• Staff Training</li> <li>• Criw Cymraeg</li> </ul>
<p><b>Embedding Welsh into the Curriculum</b> 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.</p>	<p>All staff make good use of Welsh throughout the school and as a result, learners have increased opportunity to use and practice the language, leading to improved linguistic outcomes.</p>			
<p><b>Promoting Welsh in Daily Life</b> All staff to greet and interact with learners in Welsh during informal interactions. Incorporate Welsh into school assemblies. Learners 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.</p>	<p>Nearly all learners have improved confidence in using conversational Welsh beyond the most basic use of language patterns. Organising Welsh-language games and activities provides learners 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.</p>			

<p><b>Engaging Parents and the Community</b>  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.</p>	<p>Engaging parents and the community, learners 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.</p> <p>Seeing Welsh used outside of school by family members and community leaders builds learners' confidence in their language abilities and encourages them to use Welsh more frequently in different settings.</p>
<p><b>Monitoring and Celebrating Progress</b>  Use the Siarter Iaith self-evaluation toolkit to track the school's development in promoting the language</p>	<p>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.</p>

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**Objective 4: Improve levels of consistency in terms of behaviour using the principles of When The Adults Change, encouraging the creation of authentic, supportive school environments.**

*Rationale: LA training and behaviour Plan and school self evaluation identified the need for a consistent, persistent approach to behaviour management*

Action	Success Criteria/ Intended Outcomes	Resources/ Personnel	Timescale	Sources of Evidence
In line with this adopted approach being one that emphasises adults engaging in reflective practice - promote a shared understanding of behavioural expectations and foster a consistent staff approach. Use straightforward strategies, such as greeting students regularly, to reinforce this.	<p>*Adults implement consistent and effective behaviour policies to improve student behaviour.</p> <p>*Initiatives involve all staff, promoting a culture of accountability and a clear framework for addressing behaviours.</p> <p>*Continuous monitoring of progress and accountability ensures adherence to agreements which is crucial to uphold a focus on consistent behaviour management.</p>	SLT Meetings ADDs Sessions PM Sessions TA Meetings Staff training L.Foley	<p><b>Review 1 December</b></p> <p><b>Review 2 March</b></p> <p><b>Evaluation July</b></p>	<ul style="list-style-type: none"> <li>• Learning walks</li> <li>• Listening to learners</li> <li>• Minutes Meetings</li> <li>• Meeting Agenda</li> <li>• Staff Training</li> <li>• Assemblies</li> </ul>
Concentrate on identifying what genuinely drives behavioural improvement. Intentionally adopt and practice strategies that may feel counter-intuitive, such as staying calm during challenging behaviour or shifting from punitive responses to recognition-based approaches	<p>* SLT follow established practices, highlighting the need for commitment from all staff members.</p> <p>*Training provided for all staff on the principles behind 'When The Adults Change' and its implementation is monitored throughout the school.</p>			
Encourage positive behaviours in children by fostering connection and care instead of relying on punishment. a. Consistently address inappropriate behaviour without escalating emotionally. b. Develop and display classroom rules and routines prominently. c. Engage in clear communication regarding expectations and consequences. d. Provide positive recognition for good behaviour and effort. e. Regularly reflect on and adjust personal behaviour to maintain consistency.	<p>*Practitioners employ deeper, kinder approaches rather than superficial "zero tolerance" policies.</p> <p>*Monitoring progress ensures accountability to prevent initiatives from becoming diluted or ineffective over time.</p> <p>*Learners are able to talk about expected behaviours and the appropriateness of their behaviour.</p> <p>*A culture of kindness is evident with visible support among adults leading to significant improvements in student behaviour.</p> <p>*A culture of visible kindness and supportive adult behaviour is evident throughout the school.</p> <p>*Immediate, manageable consequences that invite children to reconsider their actions rather than punitive measures that feel overly severe and detached are evident</p>			
Foster Positive Routines: cooperation and a sense of ownership among students, e.g., encouraging behaviours	*Practitioners model expected behaviours and learners imitate these behaviours routinely.			

<p>like chair stacking or calming down before starting work.</p>	<p>*Initiatives involve all staff, promoting a culture of accountability and a clear framework for addressing behaviours.</p>			
<p>Adults use scripted interventions, understanding that prepared responses help prevent improvisation and reduce inconsistencies in behaviour management.</p>	<p>*Collaboration among all staff provides a clear framework for addressing behaviours, behaviour management and promoting accountability.</p>			
<p>Respond to children's behaviours through conversation and understanding rather than punishment. Effective management means distinguishing between primary behaviours (e.g., leaving the room) and secondary behaviours (e.g., slamming the door) that can escalate into power struggles.</p>	<p>*Practitioners employ deeper, kinder approaches rather than superficial "zero tolerance" policies.          *Practitioners focus on what is important rather than escalating behaviours.          *Learners are encouraged to take responsibility for their learning and become active participants in the learning process.</p>			
<p>Offer learners a clear, consistent framework for understanding anger. Prioritise empowering children with practical strategies to manage their emotions, rather than relying on punishment.</p>	<p>*Practitioners engage in clear communication regarding expectations and consequences.          *Practitioners offer a range of strategies and resources for learners to be able to understand and manage their emotions.          *Learners show positive working relationships with both peers and adults, fostering a collaborative and respectful learning community.</p>			
<p>Personalise and adopt the City and County of Swansea Behaviour Policy for Pengelli Primary School.</p>	<p>*The school uses simplicity and clarity in behaviour policy and strategies and shares the principles with learners and parents.          *Adults maintain high expectations for all pupils, encouraging them to reach their full potential and fostering a culture of high expectations, respect, and ambition.</p>			

## Objective 5: Strengthen the role of governors in supporting the school's work

*Rationale: ESTYN Rec 2 and school self evaluation..*

Action	Success Criteria/ Intended Outcomes	Resources/ Personnel	Timescale	Sources of Evidence
<p>Revisit Role of Governors</p> <ul style="list-style-type: none"> <li>•Review the current Governor handbook and update as required</li> <li>•Ensure that all governors understand their roles and responsibilities. Provide regular training sessions to help them stay updated on educational policies, governance best practices, and school-specific needs</li> <li>•Foster open and transparent communication between governors, school leadership, and staff. Regular meetings and updates can help governors stay informed about the school's progress and challenges – invite Governors to relevant staff training sessions</li> </ul>	<p>A full programme of training and expectations has been received by all governors.</p> <p>Governors are visible in their support for the school.</p> <p>A working group of Governors work on collating information to feed into the self-evaluation process.</p>	<p>SLT AoLE Leads Governors Governor Support Team H.Talaat</p>	<p><b>Review 1 December</b></p> <p><b>Review 2 March</b></p> <p><b>Evaluation July</b></p>	<p>GB minutes of training sessions. Record of visits to school. Headteacher/Chair of Gov meetings.</p>
<p>Support GB with school visits</p> <ul style="list-style-type: none"> <li>•Produce a Governor Visit Protocol.</li> <li>•Share the protocol with all Governors and Staff.</li> <li>•Encourage governors to be actively involved in setting the school's strategic direction. This includes participating in the development of the school vision, long-term goals, and improvement plans – this is best supported by school visits.</li> </ul>	<p>Governors have a greater understanding of their roles which enables them to contribute to monitoring processes and therefore improve learning experiences</p>			
<p>Provide support with feedback forms</p> <ul style="list-style-type: none"> <li>• Produce forms for guidance and feedback so that all Governors are following a consistent approach</li> <li>•Define Objectives: Clearly outline the goals and objectives of the self-evaluation. What are we hoping to achieve?</li> </ul>	<p>Documentation is updated to fully contribute to the self-evaluation processes of the school.</p> <p>Governors have the opportunity to hear learner voice directly.</p>			

- Develop Criteria: Establish criteria against which observations will be measured.
- Gather Data: Collect relevant information. This can include feedback from stakeholders.
- Analyse Data: Review the collected data to identify strengths and areas for development.
- Report Findings: Set feedback sessions on termly GB Meeting Agenda
- Action Plan: Incorporate findings into School Development Plan.

### Staff Professional Development Plan

Priority	Focus of Improvement	Staff	Resources	Cost
1	Staff training from Rhian Deer-Price – INSET day/ classroom work	ALL	-	-
1	AoLE lead time to review	R. Banscherus	Time	£240.88 X 3 £722.64
2	Primed For Success Training – AoLE lead and Y5/6 teacher	S. Newport R. Banscherus	Supply cover	WG funded
2	Primed For Success Training – Y3/4 and EY teacher	S. Newport R. Banscherus	Supply cover	WG funded
2	Staff training from Nick Jones - ADDs sessions/ classroom work	Teaching staff	-	-
2	AoLE lead time to review	S. Newport	Supply cover	£240.88 X 3 £722.64
3	AoLE lead support from Welsh in Education Officer	K. Gooch	Supply cover	£240.88X2
3	AoLE lead time to review	K. Gooch	Supply cover	£240.88 X 3 £722.64



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